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ABSTRACT

Contrary to the statement in the title, Part 2 of the summary of Institute proceedings is concerned with the period from August 7, 1971, to August 31, 1972. It reports the results of an opinionnaire taken the last day Institute participants were assembled at Howard, and the uses to which the participants put their Institute experience after they returned to their places of work. The opinionnaire results indicate some of the value assumptions, personal perspectives, and understandings Institute members had about American society and of the problems of disadvantaged adults. Follow-up workshops were held at four locations. The presentations given at the Washington, D.C. workshop and a summary of the two Baltimore, Md., workshops are included. Responses to a questionnaire, "Summary of Uses of My Howard University ABE Institute Experiences", are presented according to the following categories of respondents: (1) teachers of regular ABE classes; (2) teachers of classes other than regular ABE classes; (3) teachers of GED or high school equivalency classes; (4) teachers of English as a second language; (5) and administrative and supervisory personnel. (Author/AG)

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SUMMARY OF THE ADULT BASIC EDUCATION INSTITUTE FOR TEACHERS AND TEACHER–TRAINERS OF URBAN ADULT POPULATIONS

July 26, 1971 - August 31, 1972

at

HOWARD UNIVERSITY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Part II

GRADUATE PROGRAMS IN ADULT AND CONTINUING EDUCATION

School of Education
Howard University

2400 Sixth Street, North West
Washington, D. C.

OE002182

SUMMARY OF THE ADULT BASIC EDUCATION INSTITUTE FOR TEACHERS AND TEACHER-TRAINERS OF URBAN ADULT POPULATIONS JULY 26, 1971--AUGUST 31, 1972 AT HOWARD UNIVERSITY

This project is supported by a grant from the Office of Education, U.S. Department of Health, Education and Welfare, in accordance with provisions of Grant No. OEG-0-71-3419 (323) operating under the Adult Education Act, Section 309 (c) Title III P.L. - 230. This is the second part of a twelve month project which includes follow-up workshops in the major cities represented in H.E.W. Region III.

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This Institute was developed in a special cooperative relationship with the State Directors of Adult Basic Education in Region III, under the leadership of the Regional Program Officer in Adult Education. This is a step toward establishing in the Region a consortium of universities offering degree programs in adult education essential to the professional preparation and staff development of personnel for positions in the field of adult education. Members of the Staff Development Conference were as follows:

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INTRODUCTION

Part I of the Summary of the Adult Basic Education Institute for Teachers and Teacher-Trainers of Urban Adult Populations reported the Institute's objectives, who the 84 participants from HEW Regions I, II, and III were, and the Institute programs which included lectures, discussions, field trips, and task forces at work. Lectures and discussions were presented in full whenever the material was available. The program was built around four general perspectives--economic, ecological or sociological, political, and bureaucratic. Part I is concerned with the period from July 26 to August 6, 1971. Part II is concerned with the period from August 7, 1971 to August 31, 1972.

Part II of the Summary reports the results of an opinionnaire taken on August 6, 1971, the last day of the assembled group at Howard, and the uses to which the participants put their Howard University experience after they returned to their places of work. The opinionnaire results indicate some of the value assumptions, personal perspectives, and understandings Institute members had about American society and of the problems of disadvantaged adults. These understandings relate to the back-home uses required the practical application of Institute learnings to real situations.

Follow-up workshops were held in Harrisburg, Pa., Philadelphia, Pa., Baltimore, Md., and Washington, D.C. Communication with participants was continued throughout the year. Participants were informed about what each reporting group presented.

The presentations given at the Washington, D.C. workshop are reported here and a summary of one of the two workshops held in Baltimore, Md.

A questionnaire, "Summary of Uses of My Howard University ABE Institute Experiences", was distributed in March to each participant. Answers to the questions are presented here. It was hoped that the completed questionnaires would be returned in March or early April, early enough for two or three city-wide monthly meetings of participants to be held on a voluntary basis before the end of May. These voluntary meetings did not take place. Their purpose would have been to share the applications of the participants' experiences in their localities.

When the Institute was held in July, 1971, the U.S. census reports for 1970 were not available. Members were promised material to be used in studying their city using the 1970 census data. The participants had made an analysis of their metropolitan area -- the number of people, their age, racial, educational, and economic characteristics, the contrast between central city and suburban conditions, needs, and resources. The participants had learned to use the 1960 census material in which they utilized a City and County Background Form designed for this purpose. Since the 1970 census data is presented differently a new City Background Form had to be developed. A copy of this form was sent to each participant in a July 30, 1972 mailing. It is our hope that the form will

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be used to up-date the information about the city and its census tracts and that participants will use this information to design programs relevant to their populations. Further, it is hoped that participants will be encouraged to continue to utilize local resources increasingly in their effort to make ABE classes better meet the needs of students in developing the basic literacies -- not only the literacy of reading, writing, and arithmetic, but also literacy in health, in family relations, in knowledge of available services, in political and economic matters, and in knowledge of rights, privileges, and obligations.

Probably the greatest contribution of this report will be the uses to which it will be put by those who continue to try to use community development as a method and a process in working with adults particularly in the Model Cities Areas of our large cities. The levels of living of the people can be raised for the people can learn how to understand their city, how to participate in the local economy, and in social and political decision-making essential in the up-grading process. These adults will intelligently support their own leaders skilled in organization and a working knowledge of inter-governmental complexity.

This project is only one of many efforts to discover more effective ways to increase the inner-city resident's cope-ability the speed and economy with which he adapts to continued change and helps shape change by participating in the development of a more humane community.

Edmonia W. Davidson, Ed.D.
Project Director

THE OPINIONNAIRE

An opinionnaire was administered to the participants of the Institute at its conclusion. The items were related to 8 substantive areas, areas covered in the lectures presented at the Institute and in the required text, Family and Personal Development in Adult Basic Education, by Edmonia W. Davidson. Questions were primarily concerned with factual material, but also dealt with value assumptions, personal perspectives, attitudes towards the law, prejudice, dignity, worth of the individual, and freedom.

Characteristics of Those Who Completed the Opinionnaire

Table 1

Number of Individuals by State Who Participated in Institute, Number and Percent of Those In the State Who Completed Opinionnaire

State	Number of Participants	Number of Respondents	%
Connecticut	1	0	0.0
Massachusetts	1	1	100.0
New York	20	16	80.0
Delaware	2	1	50.0
District of Columbia	15	13	86.6
Maryland	14	12	85.7
Pennsylvania	18	18	100.0
Virginia	13	11	84.6
State Not Designated		1	
Totals	84	73	

Of the 84 participants from 7 states, 73 or 86.9 percent, completed the opinionnaire. Highest rates of response were from Pennsylvania (100%) and Massachusetts (100%). Of the 15 participants from the District of Columbia, 13 or 86.6% completed the opinionnaire. Participants from Maryland and Virginia responded at rates of 85.7% and 84.6% respectively. 80% of the participants from New York completed the opionnaire. Only 1 of the 2 participants from Delaware (50%) completed the opinionnaire. The only participant from Connecticut did not complete the opinionnaire, giving that state a 0% rate of response.

Table 2

Number of Individuals from Each State Completing Opinionnaire and Percentage of These Individuals of Total Respondents

State	Number of Respondents	%
Connecticut	0	0.0
Massachusetts	1	1.4
New York	16	21.9
Delaware	1	1.4
District of Columbia	13	17.8
Maryland	12	16.4
Pennsylvania	18	24.7
Virginia	11	15.1
State Not Designated	1	1.4
Totals	73	100.0

Table 2 indicates that the largest number of respondents came from Pennsylvania (24.7%), New York (21.9%), and the District

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of Columbia (17.8%). These were followed by Maryland (16.4%), and Virginia (15.1%). Two states had only 1 respondent each (1.4%)--Massachusetts and Delaware. One completed opinionnaire failed to indicate the state of the respondent (1.4%)

Respondents were asked to indicate position and length of ABE experience. The largest number of respondents were ABE teachers, 54 or 74%; and 6 or 8.2% were elementary teachers with ABE experience. Two or 2.7% of those who participated in the survey were ABE directors. Two (2.7%) were counselors involved in ABE work. One principal, 1 administrative assistant, and 1 staff development worker (each representing 1.4%) also completed the opinionnaire. Two others (2.7%) were program directors. There were also 3 (4.1%) teacher's aides.

Table 3

Number and Percentage of Respondents
By Professional Position Held

Position	Number	%
ABE Teacher	54	75.0
Elementary Teacher, with ABE Experience	6	8.2
ABE Director	2	2.7
Counselor	2	2.7
Principal	1	1.4
Administrative Assistant	1	1.4
Staff Development Worker	1	1.4
Program Director	2	2.7
Teacher's Aide	3	4.1
Position Not Indicated	1	1.4
Totals	73	100.0

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Table 4 presents the professional position of the respondents from the various states.. The largest number of ABE teachers who completed the opinionnaire came from Pennsylvania (16), District of Columbia (12), and New York (11). Maryland and Virginia each had 6 ABE teachers who completed the opinionnaire. Massachusetts and Delaware had 1 each. Of the 6 elementary teachers with ABE experience, half were from Maryland and half from Virginia. One of the ABE directors was from New York, and the other was from Virginia. Of the two counselors involved in ABE work who completed the opinionnaire, 1 was from Maryland and the other was from Virginia.

Chart 1 shows the length of ABE experience of the respondents by percentage. 45.2% of those who completed the opinionnaire had 2 years or less ABE experience, and of these 13.7% had 6 months or less. 35.6% of the respondents had 3, 4, or 5 years of ABE experience, and 19.2% had been involved in ABE work for six or more years.

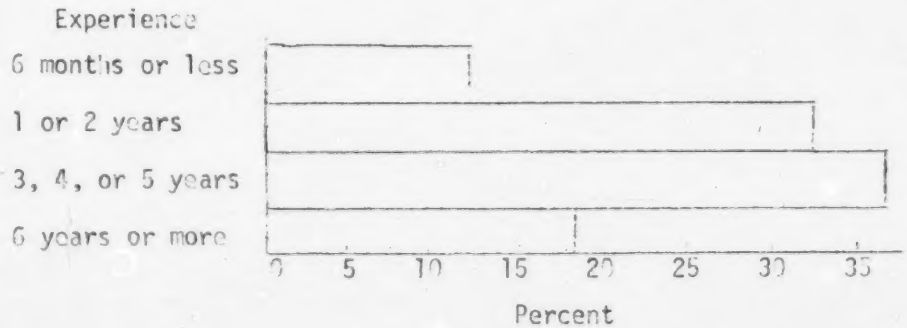

Chart 1

Length of ABE Experience of the Respondents by Percentage

Table 4

Number of Respondents by Professional Position and State

Position	Not Stated	Mass.	N.Y.	Del.	D.C.	Md.	Penn.	Va.	Total
ABE Teacher	-	1	12	1	12	6	16	6	54
Elementary Teacher	-	-	-	-	-	3	-	3	6
ABE Director	-	-	1	-	-	-	-	1	2
Counselor	-	-	-	-	-	1	-	1	2
Principal	-	-	-	-	-	1	-	-	1
Admin. Asst.	-	-	1	-	-	-	-	-	1
Staff Dev. Worker	-	-	1	-	-	-	-	-	1
Program Director	-	-	1	-	-	1	-	-	2
Teacher's Aide	-	-	-	-	1	-	2	-	3
Not Stated	1	-	-	-	-	-	-	-	1
Totals	1	1	16	1	13	12	18	11	73

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OPINIONNAIRE

ADULT BASIC EDUCATION INSTITUTE
FOR TEACHERS AND TEACHER-TRAINERS
OF
URBAN ADULT POPULATIONS

Howard University
July 26 to August 6, 1971

The purpose of this opinionnaire is to get an indication of how you presently feel about some of the things we will be discussing during this two week institute. It is not a test of your ability. There may be no right or wrong answer. The best answer is your honest personal opinion. You may be sure that the answer you give will be kept confidential. The answer you give will assist us in determining what areas need more concentration during this Institute and will provide information for future programs. You will also be requested to repeat the same exercise at the end of the conference period.

Please do no write your name on this questionnaire. We are not interested in who you are but WHAT YOU THINK. Please indicate the state in which you work, your position, and the length of ABE experience.

Position_____

State_____

City_____

Length of ABE experience

_____ 1. Six months or less
_____ 2. One or two years
_____ 3. Three of four years
_____ 4. Four or five years
_____ 5. Six years or more

Instructions:

You may agree or disagree with each of the following statements. You are requested to indicate the extent of your agreement or disagreement by writing the number which best expresses how you feel in the blank space to the left of the item. Remember, we want your honest personal opinion.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

____ 1. The dignity and status of the ABE programs are determined, in large measure, through the way they deal with the potential student recruit.

1) 1.4% 2) 4.1% 3) 4.1% 4) 28.8% 5) 58.9% Unkn) 2.7%

Note: After each statement which follows the percentage distribution of the answers of respondents is indicated in accordance with the instructions, 1-strongly disagree to 5-strongly agree, as illustrated above.

___ 2. What is normal for one group in the community may not be normal for another. The ABE teacher has to realize this and respect it.

1) 2.7 2) 0.0 3) 0.0 4) 13.7 5) 82.2 Unkn) 1.4

___ 3. If the Supreme Court decision of 1954 had been pursued with all deliberate speed in the Northeast Atlantic states, we would not be experiencing some of the problems that we face today.

1) 4.1 2) 5.5 3) 12.3 4) 28.8 5) 47.9 Unkn) 1.4

___ 4. There are those in the Northeastern states' public schools who will do anything they possibly can to keep the desegregated school system from being effective.

1) 9.6 2) 1.4 3) 6.8 4) 30.1 5) 47.9 Unkn) 4.1

___ 5. The Northeast states have successfully removed all the vestiges of the segregated dual system in every aspect of its operation.

1) 60.3 2) 27.4 3) 6.8 4) 1.4 5) 2.7 Unkn) 1.4

___ 6. The average citizen will obey the laws if they are impartially enforced.

1) 12.3 2) 12.3 3) 8.2 4) 46.6 5) 20.5 Unkn) 0.0

___ 7. There is not much that can be done about most of the slum landlords, bigoted teachers, brutal police and citizens who despise non-white Americans.

1) 65.8 2) 24.7 3) 1.4 4) 1.4 5) 6.8 Unkn) 0.0

___ 8. The fact that 35% of the young men of the Northeast states are rejected by the Selective Service is indicative of something being wrong both in the community and in the public schools.

1) 2.7 2) 1.4 3) 12.3 4) 39.7 5) 42.5 Unkn) 1.4

___ 9. The unmotivated student from disadvantaged background should be assigned to the most competent teachers.

1) 4.1 2) 5.5 3) 5.5 4) 37.0 5) 46.6 Unkn) 1.4

___ 10. It should be a mistake to teach persons from disadvantaged background differently from other persons.

1) 32.9 2) 31.5 3) 5.5 4) 20.5 5) 9.5 Unkn) 0.0

___ 11. Freedom is the right to be treated as a person equal in promise and dignity, in every part of our national life, to all others.

1) 2.7 2) 0.0 3) 0.0 4) 20.5 5) 75.3 Unkn) 1.4

____ 12. The type of people living under poor conditions are there because they are too lazy to do anything about it.

1) 64.6 2) 28.8 3) 2.7 4) 1.4 5) 1.4 Unkn) 1.4

____ 13. Poor housing conditions, underemployment or unemployment, and no up-grading opportunities are unrelated to illegitimacy, crime and delinquency.

1) 60.3 2) 12.3 3) 0.0 4) 11.0 5) 16.4 Unkn) 0.0

____ 14. Of urban children and youth, the majority of nonwhites live in central cities, the majority of whites in suburbs.

1) 0.0 2) 5.5 3) 1.4 4) 49.3 5) 42.5 Unkn) 1.4

____ 15. Most families are small.

1) 8.2 2) 24.7 3) 11.0 4) 41.1 5) 13.7 Unkn) 1.4

____ 16. Over one-third of the children live in large families.

1) 1.4 2) 8.2 3) 15.1 4) 52.1 5) 20.5 Unkn) 2.7

____ 17. Nonwhite families are much more likely to be large.

1) 4.1 2) 9.6 3) 2.7 4) 52.1 5) 31.5 Unkn) 0.0

____ 18. The majority of children live in middle or upper income families.

1) 31.5 2) 38.4 3) 2.7 4) 24.7 5) 1.4 Unkn) 1.4

____ 19. The majority of nonwhite children are poor and the majority of poor children are white.

1) 4.1 2) 8.2 3) 6.8 4) 38.4 5) 42.5 Unkn) 0.0

____ 20. Large families are more likely to be poor.

1) 1.4 2) 4.1 3) 4.1 4) 57.5 5) 32.9 Unkn) 0.0

____ 21. Families that are both large and nonwhite run double risk of poverty.

1) 0.0 2) 1.4 3) 4.1 4) 24.7 5) 67.1 Unkn) 2.7

____ 22. Nearly two-thirds of nonwhite families headed by a woman are poor, as are one-third of white families headed by a woman.

1) 2.7 2) 1.4 3) 11.0 4) 45.2 5) 35.6 Unkn) 4.1

____ 23. Most vulnera le to poverty: farm families, nonwhite families and families headed by a woman.

1) 2.7 2) 0.0 3) 6.8 4) 34.2 5) 52.1 Unkn) 4.1

____ 24. More families today have two wage earners.

1) 0.0 2) 1.4 3) 5.5 4) 47.9 5) 43.8 Unkn) 1.4

____ 25. At all levels of education, lifetime earnings are higher for whites.

1) 0.0 2) 0.0 3) 2.7 4) 34.2 5) 63.0 Unkn) 0.0

____ 26. High school dropouts are more likely to come from low income families.

1) 0.0 2) 2.7 3) 1.4 4) 42.5 5) 53.4 Unkn) 0.0

____ 27. High school graduates have fewer children than those with only elementary schooling.

1) 1.4 2) 1.4 3) 2.7 4) 49.3 5) 45.2 Unkn) 0.0

____ 28. The unemployment rates for teenagers are five times as high as for other workers. For 16 to 17 year olds, the rate is 14% for boys and 17% for girls.

1) 0.0 2) 2.7 3) 11.0 4) 52.1 5) 34.2 Unkn) 0.0

____ 29. Over a million men under 21 are in military service.

1) 0.0 2) 2.7 3) 21.9 4) 41.1 5) 34.2 Unkn) 0.0

____ 30. Among Negro draftees the disqualification rate was 57.5%, or 63% higher than for whites in 1966.

1) 0.0 2) 2.7 3) 26.0 4) 47.9 5) 23.3 Unkn) 0.0

____ 31. Infant mortality is almost twice as high for nonwhites.

1) 0.0 2) 4.1 3) 9.6 4) 49.3 5) 37.0 Unkn) 0.0

____ 32. Frequency of doctors' visits is closely related to education of family head.

1) 1.4 2) 1.4 3) 1.4 4) 53.4 5) 42.5 Unkn) 0.0

____ 33. The proportion of youth 15-24 who have never visited a dentist is related to color, region and income.

1) 0.0 2) 4.1 3) 4.1 4) 52.1 5) 39.7 Unkn) 0.0

____ 34. The distribution of family income in the United States in 1959 showed that the lowest fifth of the families had incomes of less than $3,000.

1) 1.4 2) 0.0 3) 11.0 4) 47.9 5) 39.7 Unkn) 0.0

____ 35. The income gap between white and nonwhite male workers from 1960 to 1962 increased.

1) 4.1 2) 13.7 3) 21.9 4) 42.5 5) 16.4 Unkn) 1.4

____ 36. Between 1950 and 1960 there was a decline in unskilled jobs.

1) 2.7 2) 8.2 3) 13.7 4) 49.3 5) 26.0 Unkn) 0.0

____ 37. Between 1950 and 1960 the earnings gap between skilled and unskilled workers in the United States increased.

1) 0.0 2) 12.3 3) 9.6 4) 58.9 5) 19.2 Unkn) 0.0

____ 38. The percentage of working wives is greatest among the families classified as living in comfort.

1) 0.0 2) 6.8 3) 6.8 4) 60.3 5) 26.0 Unkn) 0.0

____ 39. The salary of a male elementary school teacher is about equal to that of the skilled craftsman.

1) 1.4 2) 15.1 3) 11.0 4) 57.5 5) 15.1 Unkn) 0.0

____ 40. The regional income position of Negroes relative to whites is most favorable in the North and West.

1) 1.4 2) 11.0 3) 17.8 4) 46.6 5) 21.9 Unkn) 1.4

____ 41. To decrease the income gap, Negores must achieve more education, higher job skills and equal job opportunity.

1) 0.0 2) 1.4 3) 1.4 4) 26.0 5) 69.9 Unkn) 1.4

____ 42. American families classified by Leon Keyserling as living in poverty and deprivation in 1959 had incomes of less than $4,000 and between $4,000 and $5,999 respectively.

1) 0.0 2) 1.4 3) 16.4 4) 41.1 5) 39.7 Unkn) 1.4

____ 43. The most improtant fact to consider in determining how the members of a legislative body (city council, state legislature, U.S. Congress) will vote on a given issue is to find out each member's party affiliation.

1) 11.0 2) 23.3 3) 8.2 4) 42.5 5) 13.7 Unkn) 1.4

____ 44. In making decisions and formulating policies, elected public officials are more likely to follow dictates of conscience rather than consider the desires of interest groups.

1) 19.2 2) 42.5 3) 12.3 4) 17.8 5) 6.8 Unkn) 1.4

____ 45. Political life in the United States is so complex that the masses of ordinary citizens cannot understand it, therefore it is foolish to attempt to teach them about it.

1) 58.9 2) 31.5 3) 0.0 4) 2.7 5) 4.1 Unkn) 2.7

____ 46. The use of "system" as a concept in analyzing politics and government in the United States is a valuable method for the analyst.

1) 5.5 2) 6.8 3) 20.5 4) 45.2 5) 19.2 Unkn) 2.7

____ 47. In attempting to better understand the content of a given political question or issue one may gain greater insight if he determines the interests and associations of those who offer proposed solutions.

1) 0.0 2) 0.0 3) 5.5 4) 56.2 5) 35.6 Unkn) 2.7

____ 48. In the most realistic sense politics is who gets what, when and how.

1) 4.1 2) 2.7 3) 4.1 4) 49.3 5) 38.4 Unkn) 1.4

____ 49. No political system can continue to operate unless its members are willing to support the existence of a group that seeks to settle differences or promote decisions through peaceful action in common.

1) 1.4 2) 5.5 3) 11.0 4) 47.9 5) 32.9 Unkn) 1.4

____ 50. The study of politics is concerned with understanding how authoritative decisions are made and executed for a society.

1) 1.4 2) 1.4 3) 4.1 4) 56.2 5) 35.6 Unkn) 1.4

____ 51. Each part of the larger political canvas does not stand alone but is related to each other part; or to put it positively, the operation of no one part can be fully understood without reference to the way in which the whole itself operates.

1) 1.4 2) 2.7 3) 9.6 4) 43.8 5) 37.0 Unkn) 5.5

____ 52. It is not possible to set boundaries for a political system since so much within a society affects the political system and so much within the political system affects the society that it serves.

1) 1.4 2) 5.5 3) 17.8 4) 46.6 5) 23.3 Unkn) 5.5

____ 53. Community development is a social process by which human beings can become more competent to live with and gain some control over local aspects of a frustrating and changing world.

1) 1.4 2) 2.7 3) 0.0 4) 46.6 5) 45.2 Unkn) 4.1

____ 54. Community development is a group method for expediting personality growth which can occur when geographic neighbors work together to serve their growing concept of the good of all.

1) 0.0 2) 8.2 3) 6.8 4) 37.0 5) 43.8 Unkn) 4.1

____ 55. Community is whatever sense of the local common good citizens can be helped to achieve.

1) 1.4 2) 2.7 3) 5.5 4) 49.3 5) 37.0 Unkn) 4.1

____ 56. Process refers to a progression of events that is planned by the participants to serve goals they progressively choose. The events point to changes in a group and in individuals that can be termed growth in social sensitivity and competence.

1) 2.7 2) 0.0 3) 6.8 4) 52.1 5) 27.4 Unkn) 11.0

____ 57. When a community development encourager begins to work with the people in a locality, he initiates a process among these people--or joins one already under way.

1) 0.0 2) 0.0 3) 1.4 4) 52.1 5) 39.7 Unkn) 6.8

____ 58. The professional encourager may start the process, or join it, he may keep it going through periods of crisis, he may have some influence upon it, but as time goes on, it is less and less his project.

1) 1.4 2) 6.8 3) 2.7 4) 34.2 5) 47.9 Unkn) 6.8

____ 59. Each person is valuable, unique and capable of growth toward greater social sensitivity and responsibility.

1) 0.0 2) 0.0 3) 1.4 4) 23.3 5) 68.5 Unkn) 6.8

____ 60. Each person has underdeveloped ability in initiative, originality and leadership. These qualities can be cultivated and strengthened.

1) 0.0 2) 0.0 3) 2.7 4) 28.8 5) 61.6 Unkn) 6.8

____ 61. These abilities tend to emerge and grow stronger when people work together in small groups that serve the common (community) good.

1) 0.0 2) 0.0 3) 2.7 4) 24.7 5) 65.8 Unkn) 6.8

____ 62. There will always be conflict between persons and factions. Properly handled, the conflicts can be used creatively.

1) 0.0 2) 0.0 3) 2.7 4) 42.5 5) 46.6 Unkn) 8.2

____ 63. Agreement can be reached on specific next steps of improvement, without destroying philosophic or religious differences.

1) 0.0 2) 1.4 3) 2.7 4) 41.1 5) 46.6 Unkn) 8.2

____ 64. Although the people may express their differences freely, when they become responsible they often choose to refrain in order to further the interest of the whole group and of their idea of community.

1) 0.0 2) 11.0 3) 6.8 4) 45.2 5) 28.8 Unkn) 8.2

____ 65. People will respond to an appeal to altruism as well as to an appeal to selfishness.

1) 4.1 2) 6.8 3) 23.3 4) 42.5 5) 13.7 Unkn) 9.6

____ 66. A generous motivation may be used to form groups that serve an inclusive welfare of all people in a community.

1) 2.7 2) 0.0 3) 4.1 4) 58.9 5) 26.0 Unkn) 8.2

____ 67. Groups are capable of growth toward self-direction when the members assume responsibility for group growth and for an inclusive local welfare.

1) 0.0 2) 0.0 3) 2.7 4) 47.9 5) 42.5 Unkn) 6.8

____ 68. Human beings and groups have both good and bad impulses.

1) 1.4 2) 0.0 3) 1.4 4) 43.8 5) 46.6 Unkn) 6.8

____ 69. Under wise encouragement people can strengthen the better in themselves and help others to do likewise.

1) 1.4 2) 0.0 3) 0.0 4) 41.1 5) 50.7 Unkn) 6.8

____ 70. When the people are free of coercive pressures, and can then examine a wide range of alternatives, they tend to choose the ethically better and the intelligently wiser course of action.

1) 0.0 2) 5.5 3) 6.8 4) 42.5 5) 37.0 Unkn) 8.2

____ 71. There is satisfaction in serving the common welfare, even as in serving self-interest.

1) 1.4 2) 1.4 3) 1.4 4) 42.5 5) 45.2 Unkn) 8.2

____ 72. A concept of the common good can grow out of group experiences that serve the welfare of all in some local area. This sense of responsibility and belonging can be strengthened even for those to whom community is least meaningful.

1) 0.0 2) 1.4 3) 1.4 4) 38.4 5) 49.3 Unkn) 9.6

____ 73. Satisfaction and self-confidence gained from small accomplishments can lead to the contending with more and more difficult problems in a process of continuing growth.

1) 0.0 2) 1.4 3) 2.7 4) 39.7 5) 46.6 Unkn) 9.6

____ 74. The prominence of the community developer is likely to be greater in the early stages, then taper off toward a termination date, but it may increase temporarily at any time.

1) 0.0 2) 0.0 3) 12.3 4) 38.4 5) 39.7 Unkn) 9.6

____ 75. Statutory laws can sustain inequality as well as equality.

1) 0.0 2) 2.7 3) 5.5 4) 35.6 5) 46.6 Unkn) 9.6

____ 76. The economic condition of the urban poor today is similar to the condition of the freedmen (former slaves) after Reconstruction.

1) 1.4 2) 4.1 3) 8.2 4) 37.0 5) 38.4 Unkn) 11.0

____ 77. One hundred years ago white southerners opposed the migration of Blacks to the North and to cities; today northerners oppose the migration of Blacks to their cities.

1) 0.0 2) 1.4 3) 4.1 4) 42.5 5) 42.5 Unkn) 9.6

____ 78. There is a similarity between the Jim Crow Movement expressed in schools and public facilities in the 1900's and its violence toward Afro-Americans and the contemporary reaction of lower middle class whites to Blacks in the cities.

1) 1.4 2) 0.0 3) 8.2 4) 45.2 5) 35.6 Unkn) 9.6

____ 79. The Southern states adopted measures beginning in 1870 to discourage the migration of freedmen to cities and 100 years later northerners are seeking ways to force Black Americans out of cities.

1) 1.4 2) 6.8 3) 12.3 4) 35.6 5) 32.9 Unkn) 11.0

____ 80. There is similarity between the attitude and action of law enforcement officials after Reconstruction, who were sustained by the white community, and the attitude of law enforcement agencies today, sustained by the white community.

1) 1.4 2) 2.7 3) 6.8 4) 39.7 5) 39.7 Unkn) 9.6

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OPINIONNAIRE FINDINGS

Adult Basic Education. Responses to the questions related to adult basic education indicated that participants showed a consistency between their high level of concern for human worth, as indicated by their responses to other questions in the opinionnaire, and their respect for their constituents in ABE programs. About nine-tenths of the respondents (89.7%) thought that the dignity and status of ABE programs are determined, in large measure, through the ways in which they deal with potential student recruits (Q-1). Nearly all (95.9%) felt that ABE teachers must understand and respect differences between groups in communities (Q-2). Although a slightly smaller majority (83.6%) thought that the most competent teachers should be assigned to teach the unmotivated students from disadvantaged backgrounds (Q-9), there was a great divergence of opinion about how disadvantaged persons should be taught, since 64.4% thought they should be taught differently from other persons, and nearly a third (30.1%) disagreed (Q-10).

Worth of the Individual and Freedom. (Q-10, 12, 59, 60) There was nearly unanimous accord on questions concerning the necessity for freedom, and the instrinsic worth of the individual. 95.3% agreed that, "Freedom is the right to be treated as a person equal in promise and dignity in every part of our national life" (Q-11). A similar percentage (91.8%) thought that each person is valuable, unique, and capable of growth toward greater social sensitivity and responsibility (Q-59).

Income and Employment. Participant understanding of the income

structure in the United States as measured by the direction of their opinions indicated a grasp of fundamentals by the majority but a need of many to put their newly-acquired information into a frame of reference. For instance, three-fourths knew that the earnings gap between skilled and unskilled workers in the United States increased between 1950 and 1960 (Q-37), and that there was a decline in unskilled jobs during this period (Q-36). Eight out of ten knew that the Keyserling family income classification of poverty, deprivation, and comfort was less than $4,000, between $4,000 and $5,999, and $6,000 and over respectively (Q-42), but only a bare majority (58.9%) knew that the income gap between white and nonwhite male workers increased from 1960 to 1962 (Q-35). Only 58.5% could identify the most favorable regions in the U.S. for Negroes in relation to whites in regard to income (Q-40), but most (86.3%) agreed that the unemployment rate for teenagers was five times as high as for other workers (Q-28). Most (86.3%) agreed that the percentage of working wives was greatest among the families classified as living in comfort (Q-38).

The Family. Understanding of American families ranged from a low of only 26.1% who agreed that the majority of children live in middle or upper income families (Q-18), and that most families are small (54.8%, Q-15), to the nine out of ten (90.4%) who agreed that large families are more likely to be poor (Q-20), and the 91.8% who agreed that families that were both large and nonwhite run double risk of poverty (Q-21).

Although nine out of ten agreed that most families today have two wage earners (Q-24), only eight out of ten agreed that nearly two-thirds of nonwhite families headed by a woman are poor as are one-third of white families headed by a woman (Q-22). In several discussion

groups held during the Institute it became clear that the concept of economic discrimination against women in the United States was foreign to the thinking of many participants. Only when census materials and studies of the Equal Employment Opportunity Commission were examined carefully was there acceptance of this reality.

That over one-third of the children live in large families (Q-16) was agreed to by only seven out of ten participants, and that the majority of nonwhite children are poor and the majority of poor children are white (Q-19) was agreed to by eight out of ten.

The relation of health care to race, income, and region was understood by nine out of ten participants (Q-23) who agreed that the proportion of youth 15-24 who have never visited a dentist is related to race, region, and income. And nine out of ten understood that the frequency of doctor's visits is closely related to the education of the family head (Q-32), but a slightly smaller proportion knew that infant mortality was almost twice as high for nonwhites as for whites (Q-31).

The Political System. One emphasis of the Institute was that the participants understand the political system of the U.S. This was deemed important for the enhancement of their own knowledge, and it was felt that they would, in turn, teach their classes about the political system. Research indicates that many adults feel powerless to control their own destinies, or even to have a significant input into the actions of the forces which affect their lives. Knowledge about the political system--how it works and how it can be changed--should help to reduce the feelings of powerlessness manifested

by many adults. To that end, knowledge about the functions of the political system were a part of the Institute.

64% of the participants showed that they understood the use of "system" as a concept in analyzing politics, and felt the concept to be valuable in analyzing government and politics in the U.S. 81% agreed that each part of the larger political canvas does not stand alone, but is related to each other part. 70% expressed the view that it is not possible to set boundaries for a political system since so much within the society affects the political system, and at the same time, so much within the political system affects the society it serves. 90% of the participants disagreed with the idea that political life in the U.S. is so complex that ordinary citizens cannot understand it. They felt strongly, then, that common people can understand the political system, and should be taught about it.

With respect to a definition of politics, 88% said that politics is, "Who gets what, when, and how." 92% agreed with the idea that the study of politics is concerned with understanding how authoritative decisions are made and executed for a society.

Participants displayed a great concern about the role of interest groups in the political system. They felt that size and unity determine the political effectiveness of an interest group. 81% felt that interest groups should seek political change through peaceful action in common. 92% expressed the idea that people can better understand the content of a given political question or issue if they can determine the interests and associations of those who offer proposed solutions. This indicated that participants understood that decision-makers are affected by their own interests and associations,

as by the content and rightness of the question or issue at hand. A smaller proportion, 62%, said that elected public officials are more likely to consider the desires of interest groups than to follow the dictates of conscience in making decisions and formulating policies. This viewpoint supports the preceding one, but is, of course, a stronger statement concerning the effect of interest groups on elected policy-makers.

A majority of the participants, 56.2%, agreed with the idea that the most important fact to consider in determining how the members of a legislative body will vote on a given issue is to find out each member's political party affiliation. This means, of course, that these participants felt that many legislators vote along party lines. However, 34.3% of the respondents disagreed with this idea. This item showed the largest proportion of division of opinion in the questions related to the political system.

Group Dynamics. The Institute included group dynamics as an aspect of its focus based on the knowledge that a democratic society gains strength from the effective functioning of the many groups within it. Its most valuable resources are the groups of people found in its communities, churches, schools, businesses, unions, et. al. However, we now know that these smaller units must perform their functions well if the larger system is to work smoothly. Further, group support often needs to be mobilized to effect social change designed to enhance the lives of working-class people. Thus, participants in the Institute needed a knowledge of group dynamics.

Twelve questions in the opinionnaire sought responses to items

concerning group dynamics. 81% of the respondents agreed that there will always be conflict between persons and factions, but properly handled the conflicts can be used creatively. 88% felt that agreement can be reached on specific next steps of improvement, without destroying philosophic or religious differences. Only 4% of the respondents disagreed with this idea.

84% of the respondents agreed that a generous motivation may be used to form groups that serve an inclusive welfare of all people in a community. However, participants were less uniform in their belief that people will respond to an appeal to altruism as well as an appeal to selfishness. On this point, while 56.2% agreed, 23% were uncertain, 10.9% disagreed, and 9.6% did not answer the question. This idea is related to the idea that human beings and groups have both good and bad impulses, which respondents supported with 90% agreement. Pessimism did not prevail, however, for 92% agreed that under wise encouragement people can strengthen the better in themselves and help others to do likewise.

A graphic portrayal of some responses is interesting. For example, there was majority agreement (74%) that although people may express their differences freely, when those people become responsible they often choose to refrain to disagree in order to further the interest of the group and of their idea of community (Q-64). The remaining respondents' reactions were varied. For instance, 87.7% of the respondents agreed that there is satisfaction in serving the common welfare (Q-71), and 87.7% of the participants agreed that group experiences can contribute to a concept of the common good (Q-72). In addition, 79.5% thought that when people are

free of coercive pressures and can examine a wide range of alternatives they tend to choose the ethically better and the intelligently wiser course of action (Q-70).

90% of the group agreed that groups are capable of growth toward self-direction when the members assume responsibility for group growth and for an inclusive local welfare (Q-67).

Concluding the section on group dynamics, 86.3% felt that satisfaction and self-confidence gained from small accomplishments can lead to the contending with more and more difficult problems in a process of continuing growth (Q-73). The strength of affirmative responses in this section indicates that progress was made in the Institute in explaining the nature of the forces at work within a group, and that participants accepted the philosophy that there is practical value in understanding and utilizing group dynamics to achieve social goals.

Community Development. In addition to providing knowledge about educational, social, and political questions in the U.S., the Institute sought to provide information which would contribute to the solution of day-to-day problems faced by adults. Inner-city adults, usually members of minority groups, often poor, face problems which they individually are not able to solve. The Institute recommended a Community Development approach to coping with these human problems. Community Development was defined as "a social process by which human beings can become more competent to live with and gain some control of local aspects of a frustrating and changing world. The process is a progression of events that is planned by participants to serve goals they have progressively chosen. Development means social and personal change that moves toward

consciously chosen goals. The choosing is done by the people who are in process of change."

Nine items of the opinionniare sought to determine whether or not Institute members had learned the Community Development approach, and whether or not they accepted it as a viable tool for their own use in their communities. Responses indicated that participants did learn this method, and accepted it as appropriate and useful. They realized that they, as professional encouragers, may start the process of community development but they must encourage maximum participation from community members, teach persons the knowledge and skills they themselves possess, and be prepared to step aside from the leadership role when community persons are able and willing to assume this role for themselves.

91.8% of the participants agreed with the concept that community development is a social process (Q-53). 80% agreed that community development can expedite personality growth when geographic neighbors work together for the good of all (Q-54).

80% agree that community is whatever sense of the local common good citizens can be helped to achieve (Q-55), and 79.5% agreed that process is a progression of events planned by the participants to serve goals they progressively choose (Q-56). Even more Institute members agreed that a concept of the common good can grow out of group experiences that serve the welfare of all in some local area (Q-72). This sense of responsibility and belonging can be strengthened even for those to whom community is least meaningful. Further, 86.3% agreed that satisfaction and self-confidence gained from small accomplishments on

the community level can lead to increased willingness to contend with more difficult problems in a process of continuing community growth (Q-73).

Regarding the role of community developer, or professional encourager, participants in the Adult Basic Education Institute overwhelmingly expressed the idea that there is a need for such persons today in inner-cities. 92% felt this way. 82% believed that the professional encourager may start the community development process, or join it. He may keep it going through periods of crisis; he may have some influence upon it; but as time goes on, it is less and less his project (Q-57). Finally, 78.1% agreed that the prominence of the community developer is likely to be greater in the early stages, then taper off toward a termination date, but prominence may increase temporarily at any time (Q-74).

The notion of positive action to support community development is pervasive throughout. Local communities can ill afford to drift, if human problems are to be solved at this point in time.

Historical Continuities. A number of questions were concerned with the relationship between the contemporary social and economic situation and conditions in the nation's past.

A relatively high proportion of the participants understood that the history of race relations in the United States from Reconstruction to the present has been characterized, in part, by hostility, violence, and subversion of laws designed to promote equality. Eight out of ten (85.0%) agreed that 100 years ago southerners opposed the migration of Blacks to the North, and today northerners oppose the migration of Blacks to their cities (Q-77). About eight in ten (80.8%)

saw the similarity between the Jim Crow Movement in the 1900's with its attendant violence and the contemporary reaction of lower middle class whites to Blacks in the cities (Q-78). About eight in ten agreed there is a similarity between the attitude of law enforcement officials after Reconstruction, who were sustained by the white community, and the attitude of law enforcement agencies today, sustained by the white community (Q-80).

However, only about three-fourths (75.4%) understood that the economic situation of the urban poor today is similar to the condition of the freedmen after Reconstruction (Q-76). An even smaller percentage, 68.5%, agreed that as in 1870 when Southern states adopted measures restricting Blacks from migrating from the South, today northerners are seeking ways to force Blacks out of the cities (Q-79).

This data seems to indicate that the study of Negro history by many participants was probably done with an emphasis on chronology, which neglected the relationship between past and present. It is especially important that teachers of adults learn to see these relations in studying the social problems which confront this nation, for adult students need ready help in locating answers to questions they raise about their world.

PROGRAM

Staff Development Workshop for Teachers of Adults in the District of Columbia Public Schools, conducted in cooperation with the
Graduate Program in
Adult and Continuing Education
School of Education
Howard University
November 20, 1971

PLACE: Biology Greenhouse Auditorium, College and Fourth Streets, N.W.
TIME: 9:00 A.M. to 1:00 P.M.

Dr. Edmonia W. Davidson, Professor of Education, Chairman, Graduate Programs in Adult and Continuing Education, Howard University, presiding

WELCOME: Dr. Howard Cameron, Acting Dean, School of Education, Howard University

GREETINGS: Mrs. Marguerite Selden, Assistant Superintendent, Dept. of Summer Schools, Continuing Education and Urban Service Corps

WORKSHOP OBJECTIVES: Mr. John R. Rosser, Acting Director, Adult and Continuing Education & Summer Schools, D.C. Public Schools

AN OVERVIEW OF THE ABE INSTITUTE FOR TEACHERS OF URBAN ADULT POPULATIONS AT HOWARD UNIVERSITY: Dr. Edmonia W. Davidson, Director, ABE Institute

DEMONSTRATIONS OF HOW THE INSTITUTE EXPERIENCE HAS BEEN UTILIZED IN ABE CLASSES: Mr. Nevers L. Jefferson, Mathematics Teacher, Evening Program, ABE Demonstration Center

Miss Sarah L. Minor, Mathematics Teacher, Work Incentive (WIN) Program

Mrs. Leola R. Wesson, Teacher Aide-Tutor in Mathematics, Blair Adult School

Mrs. Madeline Stanmore, ABE Staff Development Teacher, American University

A REPORT OF THE ABE INSTITUTE, UNIVERSITY OF GEORGIA, ATHENS, GEORGIA: Mr. Harriel Williams, Chief, Education Unit, Work Incentive (WIN) Program

TEACHING WOMEN DETAINEES: Mrs. Josephine Peace, ABE Teacher, Women's Detention Center

PANEL: TEACHING ENGLISH AS A SECOND LANGUAGE:
Mrs. Terri Griffin, Mr. Thomas Jones, Mrs. April A. Burriss, (CHAIRMAN) Miss Hilda Morena, Director English Programs for Latin Americans

COFFEE BREAK:

THE OIC PROGRAM: Mrs. Alexis Roberson, Curriculum Specialist Opportunities Industrialization Center

PANEL: PROJECT COMMUNITY ADULT LEARNING LABORATORY (CALL):
Mrs. Theresa Leslie, Mrs. Mary Hawkins, Mr. Haywood Walker, Mr. Jonathan Owens, Mrs. Leola Wesson, (CHAIRMAN) Mrs. Alameda Hansborough, Assistant Director, Adult Basic Education, D.C. Pubiic Schools

AN INNER CITY CHURCH BECOMES INVOLVED IN HOUSING:
Rev. John R. Little, ABE Counselor, Pastor Deliverance Church of God in Christ

REMARKS: Mr. John Rosser

Community development makes available to people the experiences that create the social skills needed to deal with each other, with neighbors, with experts, with the powers that be; it is a social process by which human beings can become more competent to live and gain some control over local aspects of a frustrating and changing world.

SELECTED PROGRAM REPORTS PRESENTED IN THE*

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* This is a followup activity of the Adult Basic Education Institute for Teachers and Teacher-Trainers of Urban Adult Populations, July 26 - August 6, 1971, at Howard University.

Mr. Nevers L. Jefferson, Mathematics Teacher
Evening Program, ABE Demonstration Center

Statistical information from the U. S. Bureau of the Census can be used in a variety of ways to challenge and motivate the ABE learner. The statistics represent "live" figures; figures that are not as abstract as some of the problems found in textbooks.

I have found that ABE learners have difficulty in reading and interpreting graphs. Part of the problem lies in the fact that they have no understanding of how graphs are constructed. Recognizing this, I proceeded to give oral instructions in graph construction and interpretation. The source of my information was the U. S. Census. The attached graph was part of a test that was given as a culminating exercise. Emphasis on a graph or chart is justified since this question is usually on each G.E.D. examination.

Even though I used only one table from my city and county background form, other tables can be used as well. They can be used in word problems, percentages, decimal fractions, whole numbers and many more. I have attached a few of the word problems to illustrate this.

INCOME IN 1959 OF FAMILIES AND UNRELATED INDIVIDUALS, BY COLOR FOR THE DISTRICT OF COLUMBIA: 1960

TOTAL MONEY INCOME	TOTAL	WHITE	NONWHITE	TOTAL	WHITE	NONWHITE
FAMILIES				PERCENT DISTRIBUTION		
TOTAL	173,695	82,637	91,058	100.0	100.0	100.0
UNDER $1,000	6,905	1,907	4,998	4.0	2.3	5.5
$1,000 to $1,999	9,372	2,679	6,693	5.4	3.2	7.4
$2,000 to $2,999	13,800	3,877	9,923	7.9	4.7	10.9
$3,000 to $3,999	18,477	5,230	13,247	10.6	6.3	14.5
$4,000 to $4,999	20,771	7,441	13,330	12.0	9.0	14.6
$5,000 to 5,999	17,654	7,907	9,747	10.2	9.6	10.7
$6,000 to $6,999	15,149	7,585	7,564	88.7	9.2	8.3
$7,000 to $7,999	12,750	6,779	5,971	7.3	8.2	6.6
$8,000 to $8,999	11,605	5,881	5,724	6.7	7.1	6.3
$9,000 to $9,999	9,580	5,238	4,342	5.5	6.3	4.8
$10,000 to $14,999	23,773	15,791	7,982	13.7	19.1	8.8
$15,000 to $24,999	9,842	8,446	1,396	5.7	10.2	1.5
$25,000 AND OVER	4,017	3,876	141	2.3	4.7	0.2
MEDIAN INCOME	$5,993	$7,692	$4,800			

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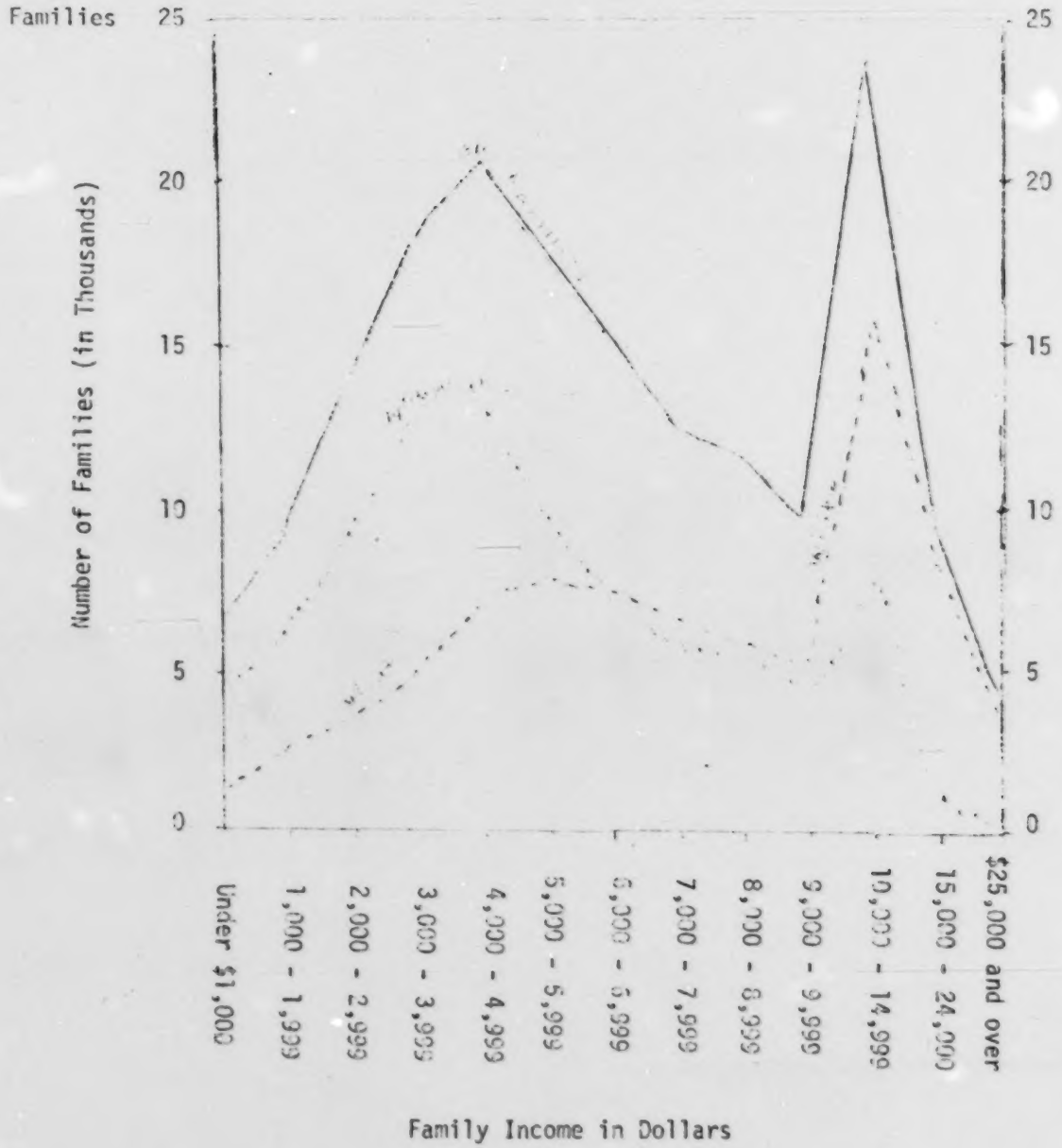
Family Income in 1959 of All Families and of White and Nonwhite Families in the District of Columbia



Key:

White Families - dashed line
Nonwhite Families - dotted line
All Families - jointed line

WORK SHEET

Directions: Consult the graph above and write answers to the following questions.

1. How many families had under $1,000 income in 1959?

   Of this total, how many were white? Nonwhite?

2. How many nonwhite families had $25,000 and over?

3. At what point did the white and nonwhite families have the same amount of money? How many people does this represent?

4. Within what income group do you have the greatest number of whites? Nonwhites?

5. If the median income for all families is $5,993, how many white and nonwhites made less than the median?

WORD PROBLEMS

1. Last year 25% of all the people in this country attended some kind of school. Using 200,000,000 as the population, how many people attended school?

2. Of every 1,000 adults in this country, 2.3% are college graduates. How many of every thousand adults are college graduates?

3. The last federal census shows that the town of Millus has decreaced 10% in population. If the previous census figure was 2,400, what is the figure now?

4. The last federal census shows that the Nation's fastest-growing major city has increased 90% from its previous population of 256,000. What is the new population figure?

5. The census for a year ago showed that Podunk had a population of 1,640; this year's census shows an increase of 12 1/2%. What is the population figure for this year?

APPROXIMATING NUMBERS

1. The 1960 census figure for New York City was 7,781,984. In round numbers, this is how many millions?
2. An estimate of the world population is 3,784,763,249. This figure is about how many billions?
3. The population of Philadelphia is 3,671,048. In round numbers, this is about how many millions?

Project in Arithmetic

by

Mrs. Leola Wesson

Blair Adult Education Center
Washington, D.C.

I have developed a lesson in arithmetic from the study of our census tracts that we studied this summer, 1971, under the dynamic leadership of Dr. Edmonia W. Davidson. We looked at the census tract information for the tract in which our school is located.

I have chosen the number 5458 and developed a lesson in:

1. Place value
2. Expanded form
3. The four computations
4. Percents

I. Place Value (The value of each digit)

thousands	hundreds	tens	ones
5	4	5	8

II. Expanded Form

5000 + 400 + 50 + 8 = 5458

III. Computations (Including Problem Solving)

A. Multiplication:

$$\begin{aligned} 8 \times 1 &= 8 \\ 5 \times 10 &= 50 \\ 4 \times 100 &= 400 \\ 5 \times 1000 &= 5000 \\ & \quad 5458 \end{aligned}$$

B. Subtraction:

The number of persons with 4 years or more of college is 192. The number with four years of high school is 845. Find the Difference.

$$\begin{array}{r} 8\ 4\ 5 \\ -1\ 9\ 2 \\ \hline 6\ 5\ 3 \end{array}$$

Expanded Subtraction

$$\begin{array}{r} 700\ \ 140 \\ 800 + 40 + 5 \\ -100 - 90 - 2 \\ \hline 600 + 50 + 3 = 653 \end{array}$$

IV. Percents

Find the percent of college graduates to high school graduates.

$$192 \div \frac{845}{100} = \frac{192 \times 100}{845} = 22\ \frac{122}{169}\ \%$$ Rounded off to 23%

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A DEMONSTRATION OF HOW CENSUS DATA MAY BE USED IN AN ABE READING CLASS -- COMMUNITY DEVELOPMENT APPROACH

Mrs. Madeline Stanmore
ABE STAFF DEVELOPMENT TEACHER, AMERICAN UNIVERSITY

This is a demonstration of how community-related materials, such as census data, may be used in an adult basic education reading class. Each student is examining the census tract where he lives and is obtaining an abundance of valuable, rich material about the area in which he and his family live and also about how others live in relation to him.

For example:

Teacher: What are some of the aspects of the census material that we are concerned with, class? Mrs. Shelton? (She reads from a poster listing these aspects.)

Student:

Education	Unemployment
Housing	Unpaid workers
Jobs	Self-employed workers
Income	Private wage and salary workers
Employment	Government workers

Teacher: More specifically, Mr. Taylor, can you tell us something about the census tract in which you live? Tract 46 which is in the Dunbar-Armstrong area?

Student: Looking at my census tract, I find that:
The population of the community is young. More than one-fourth of the population is under twenty years of age.
1,604 are enrolled in public schools, and of these 284 are enrolled in high school.

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The median income for nonwhite families is $3,145. The median income for all families in this census tract is is $3,872. There are only 58 white people living in the tract.

1,363 males are employed. 4 are professional, technical, kindred workers; 20 managers, officials, and proprietors; 12 sales workers; 133 craftsmen, foremen, and kindred workers; 329 operatives and kindred workers; 8 private household workers; 233 laborers, except mine; and 95 clerical and kindred workers.

1,037 females are employed. 313 of them are private household workers and 319 are service workers.

70.8% of the people work in the District of Columbia. The median level of education of persons over 24 years in age is 8.6 years.

51% live in sound housing. 98.8% live in old houses. There are an average of 3.6 people in each household. 29.2% live in crowded houses. The median home value is $11,100.

The median gross rent is $85.

Teacher: Mr. Taylor, why are you saying that the community is young?

Student: Because there are 6,789 persons living in the tract, and 1,848 of the people are between the ages of six and twenty years old.

Teacher: Are you saying by your statement that 1,604 are enrolled in public schools that only 244 people between 6 and 20 years old are not attending school?

Student: That is what the figures say.

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Teacher: Another question, what do we mean when we say that the median age of the males in the census tract is 25.5 years, and the median age of the females is 27.1 years?

Student: The median means that one-half of the males is over 25 years and 5 months old and the other hal is under 25 years and 5 months old. The same is true for the females, but their median age is higher. The females have a median age of 27.1 years which means that one-half of the females is over 27.1 years and the other half is under 27.1 years.

Teacher: How many people are over 65 years old?

Student: There are 417 persons over 65 years and over. This is less than one out of seventeen people, so there are not many old people in the community.

Teacher: What has someone else discovered about his census tract? Who lives in tract #1? Mrs. Matthew? May we hear from you about education? What were the median school years completed in census tract #1 in 1960?

Student: The census shows that the median school years completed were 14.9 years in census tract #1. Half of the people have attended school less than 3 years of college, and the other half of the people have attended college for 3 years or more.

(Mrs. Stanmore continues.)

This information is also related to the larger community in which the census tracts are located. For example, for the District of Columbia the following information was obtained about the educational level of the population from the 1960 Census:

> The median school years completed by all persons in the District of Columbia aged twenty-five years and over was 11.7 years in 1960. The level of educational achievement of the District of Columbia was higher than that of the nation as a whole where the median school years completed was 10.6 years. Further, the Census reported that the median school years completed by whites was 12.4 years, which means that half of the whites had attended college. The median school years completed by nonwhites was 9.8 years, which means that only half of the nonwhites had achieved more than a ninth grade education. In more detail, the median school years for the white males was 12.5 years; for the nonwhite male, 9.4 years; for the white female, 12.4 years; and for the nonwhite female, 10.2 years. It is significant to note that the number of persons twenty-five years and over was 460,797. Of this number 238,706 were white and 222,091 were nonwhite. These nonwhites has a level of achievement lower than the national median school years completed.

We go further by looking at the census data for the nation as a whole.

For example:

Teacher: What can you say, Mr. Jernagin, on a national basis about the incomes for the whole nation for 1960?

Student: The 1960 Census showed that there were 45 million families in the United States and their incomes in the previous year totaled nearly $300 billion.

If this total had been equally divided, each family would have had an income of $6,000. About 40 percent of the families received more than that amount.

Teacher: Mr. Brooks, what are the ranges of family income for all families in your census tract #26? What is the median income for tract #26?

Student: The median income for census tract #26 is $11,384. Twenty-five people had under $1,000, but 250 families who had $25,000 and over. All of the figures are:

Under $1,000	25
$1,000 to $1,999	27
$2,000 to $2,999	24
$3,000 to $3,999	57
$4,000 to $4,999	68
$5,000 to $5,999	39
$6,000 to $6,999	70
$7,000 to $7,999	124
$8,000 to $8,999	68
$9,000 to $9,999	68
$10,000 to $14,999	316
$15,000 to $24,999	179
$25,000 and Over	250

Teacher: Let us look at some other facts, class. Mr. Anderson, what do we know about government workers, for example?

Student: In my tract #1 there are 1,311 government workers. The total number of people employed is 3,486. 273 of these people are self-employed. 1,898 are private wage and salary workers.

Teacher: What are some of the occupations held?

Student: There are professional and technical workers, managers, clerical workers, sales workers, craftsmen, foremen, operatives, private household workers, service workers, and laborers.

Teacher: What kinds of housing have we found? Mrs. Perkins?

Student: In tract #1 there are 2,932 housing units.
891 are occupied by owners. 1,894 are rented. 32 are for sale, and 50 are for rent.
2,802 are sound in structure and have all plumbing needed, a bath, and a kitchen sink with hot and cold running water.
10 are dilapidated.

Teacher: Mrs. Stemley, would you like to add to this?

Student: In tract #26, there is only one person in 156 units occupied. In 82 units six or more persons live. The median number of persons in a unit is 2.5.
The figures for the persons per room are:

Persons per room	
0.50 or less	658
0.51 to 0.75	182
0.76 to 1.00	48
1.01 or more	9

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(Mrs. Stanmore continues.)

The students are also able to chart the data they obtain for reference.

Teacher: What are some of these charts, Mrs. Johnson? Tell us, please about the charts that you have been working on.

Student: I have completed two charts. One chart is concerned with the income of white and nonwhite families in the District of Columbia in 1959, and the other chart is about the major occupation groups of employed persons by color and sex in the District of Columbia in 1960.

I am trying to complete a third chart on the highest years of school completed by adults 25 years old and over by sex and color in the District of Columbia in 1960.

(Mrs. Stanmore continues.)

Reading presents two basic problems for every reader:

1) The reader must learn the mechanics of reading.

2) The reader must find enjoyment in reading.

These problems, however, are emphasized when an adult is learning how to read. An adult learns the mechanics of reading best when he has practice in using them in a meaningful way. In this lesson the student learns to read and spell, for example, such words as: (Mrs. Mitchell, a student reads them from a chart.)

year	grade
person	occupation
age	total
over	worker
under	clerical

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level	sales clerk
compute	professional
number	population
school	national
median	census
white	characteristic
nonwhite	male female

Secondly, the adult wants to know what is going on now and how this affects him and his family. He wants to know how he can learn to be more self-sufficient, and participate, for example, as a more active citizen through voting. He seeks to have his curosity aroused about things concerning his welfare. The adult education teacher, thus, must have a tool to use to guide this kind of curiosity.

(The class moves off stage.)

The strength of adult education is found in the underlying philosophy that adult education builds a better life, that education is the art of the application of knowledge. The popular notion that adult basic education is only for improving the literacy skills of the disadvantaged for better employment represents only one phase of adult basic education. All kinds of learning experiences must be included in adult basic education. Adult basic education may be defined simply as any meaningful learning situation which helps prepare a person to cope with life's problems. It must provide learning experiences that are realistic to the goals of the participants.

Special interest groups have been organized in the class to aid in the students' understanding of their communities and the larger

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city through their examination of the census data. Each student has selected his own special interest group based on his personal interest. At intervals the findings of these groups are presented to the whole class. The four interest groups now active in the class are:

1. Community Renewal
2. The Status of Mature Women and the Status of Black Women
3. The Manpower Development Training Act
4. A Workable Community Plan

Supplemental workbooks may be used with this approach to reading. Dr. Edmonia W. Davidson, Chairman of Graduate Programs in Adult and Continuing Education at Howard University, has provided a broad selection of these materials in the Curriculum Laboratory at Howard University. In particular there are: The Money You Spend, Rights and Duties of Citizens, The Jobs You Get, On the Job, I Want a Job, The Friends You Make, and The Family You Belong To.

This class, thus, emphasizes the community development approach. This approach involves the adult learner in relation to how he lives, where he lives, where he works, what kinds of jobs are available to him, his schooling--his social and physical environment. This environment is called his life space. The life space, as defined by Havighurst who formulated the concept, has three characteristics:

1. the physical space in which the learner lives and functions
2. all of the objects in that space including the buildings, streets, parks, and trees
3. all of the people who inhabit that space

This demonstration has been designed within this framework. The community development approach serves as a strong base for adult basic education.

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Mrs. Josephine S. Peace, ABE Teacher

Women's Detention Center

I have been an ABE teacher at the Women's Detention Center since April of this year. I would like to give a little background information about the kind of students with whom I work.

My students are women between the ages of 21 and 46 who are serving sentences of between 30 days and one year, some with longer sentences who are awaiting transfer to federal prisons, women who are awaiting trial who may or may not remain in the institution following the disposition of their cases, and those who may be transferred to other classes or to another facility, such as the halfway house. Anytime an inmate expresses a desire to enroll in classes, she is processed by the educational specialist and assigned to classes on the basis of interest and need. As you can see, my enrollment is constantly changing.

At the Women's Detention Center, there are educational and psychological programs available to all inmates who wish to participate. The educational programs include classes designed to prepare the women for the G.E.D., seminars on the law, food and budgeting, feminine hygiene, cultural enrichment and there is a course in typing. All of these programs focus on helping the individual readjust her life pattern.

I am in charge of the beginners in the G.E.D. program. Students in need of a refresher course in the basic skills in English and Math are assigned to my class. After satisfactory completion of this course, the students are transferred to the advanced English and Math classes.

In order to meet the needs of my students I make my program as practical and realistic as possible. High on my list is Consumer Education. I feel that at the same time a student is learning the skills necessary for getting a better job, she should also learn how to spend her money wisely. I also stress "Learning to Speak Correctly." For practice we use the tape recorder to tape discussions, reports, job interviews, introductions, etc. These are played back for corrections and/or improvements. Role-playing is also used to accomplish this goal.

One project which, I think, turned out rather well, was one on Decorating. One of my students became very much interested in building a brick home in the country when she gets out of prison. We ended up with a course in "Planning and Decorating A Home."

We searched through magazines and newspapers for house designs and floor plans. I was able to secure some booklets from a local store's furniture department entitled "Decorating Made Easy." This booklet showed students how to consider the relationship of all of the decorative elements as a whole when

decorating your home. We learned about such things as color schemes, floor plans, furniture styles, traffic patterns and treatment of floors, among others.

For English - we had materials for teaching the parts of speech, writing and reading reports, vocabulary building and spelling.

For Math - we learned about measurements and measuring, problem-solving using whole numbers, fractions, decimals and percentages.

The basic skills when taken from this project became more functional because of the relationship to a real life situation.

Our ultimate aim at the Women's Detention Center is to prepare these women to cope with the outside world as a worker, as a consumer, as a parent, and overall, as a productive member of society. We also hope that we will inspire them to continue in some educational program after they leave the institution.

An Inner City Church Becomes Involved in Housing

Rev. John R. Little, ABE Counselor
Pastor, Deliverance Church of God in Christ

The Deliverance Church of God in Christ has been involved in the Adult Education Program that is directly related to the efforts to improve the housing situation in the District of Columbia. The church has organized a Housing Corporation and has been a non-profit sponsor for the new construction of 54 Garden-type Apartments on 7th Street, N.W. between P and Q Streets.

These apartments are designed primarily for low income families. The general characteristics of low income families is the large number of the members of the family and their mobility for one reason or the other. Previous projects of this low income status has been beset with many problems, namely, arising from a lack of sensitivity to the socioeducation factor which should be included in the planning for low income housing. Previous low income housing, recently new, now in only a few years looks as though it were ancient. They have been the targets of negligence, the butt of vandalism and a general don't care attitude. It would seem that many people in the low income housing have very little appreciation for property.

It is true that the general attitude or laxity regarding property is due to many of the sociological and economic determiners of the day. However, it is not enough to recognize attitudes but something must take place to change the attitudes. It is at this point that the Church as a non-profit sponsor must make an impact.

The Church must initiate and implememt a program designed to improve attitudes toward property. This task is a commitment that the Church has made to the Federal Housing Authorities to conduct such a program. A successful educational program of this nature would be beneficial to all concerned parties.

The Church decided to begin an educational program with the adults in spite of the fact that most vandalism and wanton destruction is committed by younger groups. However, the Church feels that the adults although they do not openly condone such behavior, yet by keeping silent and doing nothing become a license for the continual destruction by the younger group. The Adult Education Program is to create an awareness of property and to generate the proper attitudes in the adults who will pass it on to their offspring. The church initially has begun a screening process to decide who the 54 tenants will be. The housing authority and community groups can make recommendations and certain priorities which will establish the law but the final decision is left to the Church Board. The church is insisting that these persons who are selected will attend adult education sessions to accomplish namely two things: (1) to organize a tenant's control group and to draw up the rules, policies and penalties for the infraction of the rules. The sessions are built around a discussion of the reasons why other low income projects have failed and recommendations will be made to decrease the possibility of these situations recurring in this project.

The Church which is operating on a non-profit basis will share with the intended tenants the information regarding the financial operation, cost and maintenance. This will cause them to understand that if the project can be maintained with a minimum of cost for upkeep the tenant will continue to have the benefits of low rents. The sessions are not only held when the tenants move in but will continue on a regular basis. Various consumer information groups and other community agencies will be invited to make information available to help in their daily lives.

It is the intention of the church to make this an indigenous operation that will build its own impetus for continuation.

EVALUATION
of
Staff Development Workshop for Teachers of Adults
in the District of Columbia Public Schools
November 20, 1971

Dr. Faustine C. Jones

Participants:

Approximately 250 teachers of adults participated in this staff development workshop, which was conducted in cooperation with the Graduate Program in Adult and Continuing Education, School of Education, Howard University, Washington, D.C. These persons teach or administer in several types of adult education programs, e.g., the Adult Basic Education program of the D.C. Public School System, the WIN program, programs sponsored by the anti-poverty agency of the District of Columbia, adult evening school programs, and adult secondary school programs. Some of the 250 participants had been enrolled in an institute in Adult Basic Education last summer at Howard University; the November 20 workshop was a follow-up reinforcement activity for them.

Purposes:

1. To determine the extent and effectiveness of the use of information and materials presented to participants of the Adult Basic Education Institute conducted at Howard University July 26 - August 6, 1971.

2. To expose additional teachers of adults to the techniques and skills acquired by the participants in the Institute by utilizing demonstrations of effective methodology and content.

3. To have persons who participated in similar institutes in other regions of the country share their experiences with persons engaged in the teaching of adults in the District of Columbia.

Planning and Organization:

The four-hour workshop was well-planned and highly organized in order to give the participants maximum information during the alloted time period. Dr. Edmonia W. Davidson, Director of the Workshop, had prepared packets of resource materials which the participants received as they entered the auditorium. There was a wealth of information contained in these packets.

A. Preliminaries. Participants were welcomed by Dr. Howard Cameron, Acting Dean of the School of Education at Howard University. Appropriate greetings, as well as thanks to teachers for coming to a Saturday workshop, were extended by Mrs. Marguerite Selden, Assistant Superintendent of the D.C. Public Schools. Workshop objectives were outlined clearly by Mr. John R. Rosser, Acting Director, Adult and Continuing Education, D.C. Public Schools. His remarks were succinct, and made participants aware of their purpose for attending. Following Mr. Rosser's presentation, Dr. Edmonia W. Davidson, Director of the Workshop, and Director of Graduate Programs in Adult and Continuing Education at Howard University, gave an overview of the ABE Institute for Teachers of Urban Adult Populations which had been held at Howard University last summer. Her review served as a refresher for teachers who had been in attendance in the institute; for other teachers it provided appropriate background for the November 20 staff development experience.

B. Presentations. A central feature of the workshop consisted of demonstrations from participants in the Howard Institute of how that experience has been transferred to, and utilized in, adult education classes with they teach. Simulations of class sessions demonstrated how arithmetic material using census data can be used in classrooms with adult learners to attack problems specifically related to their communities.

The census data was employed also in a reading lesson, providing evidence that teachers of adults can make their own lessons without having expensive materials on hand. The quality of delivery and presentation was very good in these demonstrations, which also were without question relevant to teachers of urban adults. The audience showed much interest in the demonstrations and in the census materials being utilized.

Mr. Harriel Williams, who had attended an ABE Institute last summer at the University of Georgia, reported on the experience. There, emphasis was placed on educating disadvantaged whites in urban areas. Many of these whites have come from Appalachia to cities, seeking opportunity. They lack skills, education, habits and attitudes necessary to cope with urban living and are often regarded with disdain by landlords, judges, employers, and neighbors. Disadvantaged whites need the services of well-prepared adult educators, just as do disadvantaged people of color. Mr. Williams shared literature from his institute with this group.

Mrs. Josephine Peace added another dimension to the workshop as she talked about the needs of a very different segment of the adult population, women in prison. Mrs. Peace explained that her instruction to the women detainees was as practical and relevant to their individual needs as possible. The women learn to decorate a home, for example, which involves studying floor plans, traffic patterns, color schemes, furniture styles, etc. All subjects are worked into the lessons, as using arithmetic to measure windows for shades and draperies.

Teachers who attended Institutes for Teachers of English as a Second Language reported on their experiences. Their summer workshop was held in New York. Content of their presentation included differences

in teaching Asian adults and Spanish-speaking adults. The audience was made conscious that the value systems of these minority groups must be understood and accepted by their teachers if effective teaching is to occur with them. Also, the differences in their language structure and intonation must be taken into account by their teachers, who usually differ from the minority groups in ethnic and language backgrounds.

A panel explained Project CALL (Community Adult Learning Laboratory) to the group. Theirs is a completely individualized approach to learning which provides students with alternatives to solve their problems, and with the consequences of those alternatives. Project Call works to assist students to become independent and to solve their problems.

Mrs. Alsxis Roberson of OIC (Opportunities Industrilization Center) explained the features of the job-training and job-placement program, which has become national in scope. The audience showed appreciation of the Armchair Education program which goes into homes, offers training in the living rooms of disadvantaged people. OIC works also to motivate people and neighborhoods to do something to help themselves.

The final presentation by Reverend John R. Little, let the audience know how an inner city church bas become involved in housing. The church works to help people acquire their own homes, to help these people develop attitudes conducive to the maintenance of that property, and to encourage community participation in decisions that affect them.

Speakers were well-prepared. There was high quality in their content, delivery and presentation. Each topic was important, and had relevance for teachers of adults in the District of Columbia. Very different segments of the adult population were discussed, and materials in the

packet buttressed and supplemented the verbal presentations. The four-hour period was utilized to the fullest extent with varied presentations, all of which were quite meaningful.

Workshop participants were asked to fill out an evaluation form, assessing their experiences of this day and offering suggestions for future workshops.

Outcomes:

1. There is no question that staff development did, in fact occur. These teachers of adults were exposed to new ideas, methods, and materials.

2. Purposes of the workshop were met. Last summer's Institute participants demonstrated that they are utilizing what they learned there in their on-going teaching situations. Teachers who had not attended summer institutes or workshops learned from those who had gone. Persons who attended institutes in other regions of the country shared their knowledge and materials with all others in attendance.

3. There was evidence that the planners were compenent and energetic because of the kind of program which resulted. Content was of high quality, and pertinent. Time was well-used. Variety in the presentations was evident; time for relaxation (in the form of a coffee-break) was provided.

ABE Mini-Workshop
Calvert Educational Center
Baltimore, Maryland
March 4, 1972

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Assembly 9:00 A.M. - 10:00 A.M.

Mr. Charles A. Rice, Jr., Chairman
ABE Workshop Committee, presiding

Introduction of Speaker - Mrs. Thelma M. Cornish, Coordinator
Adult Basic Education
State of Maryland

Keynote Speaker - Dr. Edmonia W. Davidson
"Adult Basic Education in the Seventies: A Progress Report"

Discussion

10:00 A.M. - 10:15 A.M. Coffee Break

10:20 A.M. - 12:00 P.M. Workshop Group Meetings

Group A - Language Development and English as a Second Language
Mrs. Norma J. Johnson, Chairman

Group B - Urban Adult Education
Mr. Issac Harmon, Chairman

Group C - Human Relations and Adult Education
Mrs. Peggy Mooney, Chairman

12:15 P.M. - 1:00 P.M. Workshop Reports

The major purpose of this mini-workshop is to expose the Adult Basic Educator to innovative techniques and methods needed to cope with the urban adult learner. Special emphasis will be placed on simulation of effective techniques in the interest group sessions to actively involve participants. Component enterest areas include: urban adult education; language development and ESL (English as a Second Language); and human relations and the adult learner. Hopefully, the workshop experiences of today will enhance the teacher's knowledge and ability to function effectively with ABE students in the urban community. Interest groups will be guided by ABE educators who have recently completed a variety of universities and supplemented by nationally recognized Adult Basix Education Consultants.

Adult Education Division
Baltimore City Public Schools
200 East North Avenue
Baltimore, Maryland 21202

Adult Basic Education Mini-Workshop

Saturday, March 4, 1972 - 9:00 a.m. - 1:00 p.m.

Evaluation Report

Total: 48

	Excellent	Good	Fair	Poor
1. In general the workshop was	31	15	2	
2. The planning of the workshop was	32	15	1	
3. The format of the interest group was	36	11	1	

4. I participated in the _____ interest group (circle one)

   a. Language Development and English as a Second Language 21

   b. Urban Adult Education 14

   c. Human Relations and the Adult Learner 13

   Mentioned all groups 3

5. In terms of my position in adult education, the application of information and skills gained from this workshop is _____ for professional growth.	28	17	3	
6. Subsequent workshops of this nature is a _____ idea. (not on Saturdays - 2)	26	20	2	

7. What areas, problems or topics would you suggest we explore in subsequent workshops _____

_____

_____

Comments:

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Evaluation of ABE Workshop

March 4, 1972

Calvert Educational Center

Baltimore, Maryland 21202

by Dr. Beverly B. Cassara
Professor of Adult Education
Federal City College

"Tomorrow's ABE student will not be the person who cannot read, but the person who has not learned to learn."

The above quotation, heard at the workshop expresses very well the basic orientation of the approximately fifty persons in attendance, whether as leaders or participants; that ABE students are persons with developing needs. If too many adults today are either totally illiterate or functionally illiterate, reading skills alone will still not solve their ongoing problems which may involve low aspirations, poverty, illness, unemployment or victimization as consumers. The leaders of one of the morning sessions stated that their over-all objective was "to make the adult educator more aware of his expanding role as a developer of human resources." To the mind of this writer, such attitudes represent the best thinking in ABE Programs today.

The plan of action for the workshop included: keynote speech, coffee break, workshops, feedback panel, closing remarks and evaluation. This over-all plan which is quite standard proved to be very effective for the most part. The change of pace, the change in kind of activities, the change of climate from formal to informal, etc. seemed well programmed. The exception in the judgement of this writer was the feedback panel which left something to be desired and will be discussed later in the report.

The keynote speech " ABE in the Seventies " was delivered by Dr. Edmonia Davidson of Howard University. Dr. Davidson had carefully searched out the facts relevant to illiteracy in the Baltimore area, pointing out how economic, racial and other social variables are at once both cause and effect of this problem. She set forth this information in a manner that kept the audience interested and alert.

The workshops were the other highlight of the morning program. Because the workshop entitled "Urban Adult Education" was staffed by persons who had been in Dr. Davidson's original program at Howard University, this writer chose to attend that workshop.

Other workshops were: 1) Language Development and English as a Second Language, and 2) Human Relations and the Adult Learner.

The competence of the leaders of the "Urban Adult Education" workshop was a joy to behold. Obviously, they were persons of ability, but it was clear that they were imbued with Dr. Davidson's philosophy of teaching and ideas about practice.

Advance preparation for the workshop was well done. It was arranged that most of the work would be accomplished in groups of five or six persons with one resource person to each small group. A questionnaire had been prepared to test the level of information of the participants concerning Adult Basic Education students, teachers, situations and problems. Using the questionnaire as a first activity was a clever way to get the participants to think bout the problems they were soon to discuss. Results were tabulated while participants worked in groups and a report was made at the close of the session.

The resource person/leaders were well trained to elicit information and ideas from the small group members and to keep the discussion of the

points pertinent to the problems of each. A discussion of the Community school was the assignment of the group attended by the writer.

The "process" was ideal for adult education. Persons with no information learned from those who had more. The experience of each was vital to the learning of all. The atmosphere was friendly, respectful of all, old or young, more or less informed. The discussion was stimulating and serious. The directions had been so well and yet subtly given that common expectations were shared by all.

Other small group subjects in the "Urban Adult Education" workshop concerned the various aspects of ABE: recruitment, psychological setting, counseling, community resources, etc.

These groups were all meeting in small circles in one big classroom. This might indicate over-crowding, or an impossible decibel level, but in this situation the effect was other; it seemed easy for the participants to move into their groups without going to other rooms, an attitude of unspoken cooperation prevailed in keeping decibel level functional and the over-all effect was one of friendly togetherness. This was very impressive to this writer who knew no one there.

In the last fifteen minute segment of the workshop the gorup came together to give quick reports of discussion. These reports were effective in so far as the problems of each small group impinged on that of the others and made all comments relevant to the whole group.

It was interesting to note that the leaders of the workshop proved their genuine interest in the ideas of the participants by moving around among them and exchanging a few words with them as they left. I doubt this was a planned strategy but it certainly was effective and should be considered in plannnng such events.

As far as this writer is concerned, the activities of the day could have stopped at this high point. The panel of reporters from each group was almost a waste of time. Perhaps we should have trained reporters who can make this aspect significant. Dr. Davidson, who made a few remarks in the course of the question and answer period, did throw out a few more gems, as she does whenever she speaks.

Part of the problem was logistic. The seating of participants in one section of the auditorium made it impossible for questions from the audience to be heard by any but those seated close to a questioner. It would have been impractical for persons to climb out of their rows to get to the microphone.

Persons became bored. Little private conversations started here and there. Persons yawned and stretched and others sat expressionless in polite boredom.

The evaluation by participants was done by use of a mimeographed questionnaire which seemed quite functional. It was passed out during the feedback panel and collected at the door at exit.

For the most part all events took place at the scheduled time, the exception being the closing panel which ran overtime considerably. The physical facility was adequate in all instances except for the panel and the question and answer period.

It is the opinion of this writer that the workshop did accomplish its purpose of exposing "the Adult Basic Educator to innovative techniques and methods needed to cope with the urban adult learner" and giving him some experiences that would "enhance (his) knowledge and ability to function effectively with ABE students in the urban community."

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October 4, 1971

School #440
309 East Federal Street
Baltimore, Maryland 21202

Dr. Edmonia Davidson
Room 200, Education Building
Howard University
Washington, D.C.

Dear Dr. Davidson:

I was a participant in the past summer's two week workshop in adult education.

Since most educators feel that evidence of transfer of training is the most important criteria of success, I wanted you to be aware of a recent educational project of our school. (See Enclosure)

Your workshop helped to provide us with the needed stimulus to undertake this project.

Sincerely,

John Creighton
Center Principal

Enclosure

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The Mini-mester

By John Creighton

The following is a chronicle of events related to an experiment in teaching conducted at School #440, The Guilford Adult Center, 309 E. Federal Street. This center is a full-time adult education school affiliated with the Work Incentive Program. All of its predominately female students receive public assistance under the Aid To Families With Dependent Children provision.

The educational philosophy of our school is one which aims at an integration of the academic skills with the coping skills necessary for a welfare recipient to function competently in an inner-city poverty centered environment.

It was this latter area that had come under discussion at our student council meeting. Council members (one from each homeroom) had brought to the meeting ideas for possible topics of special interest to the students. It was proposed that we suspend our regular schedule for a week and devote this time exclusively to special topics - a "mini-mester."

The original list of possible topics was turned over to a steering committee consisting of the principal, one teacher, one educational assistant and five students. Their assignment was to cull from the many suggestions, those of greatest interest, to find the best qualified speakers, and to invite them to participate in our program. The week of August 30th to September 3rd was selected.

Mrs. Mary Lewis, principal of the Guilford Avenue Elementary School, graciously offerred the use of her school's facilities for our use.

From a number of options available to us, it was determined that the

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most feasible approach would be to have one presentation each morning and another that afternoon in the school auditorium. All students would attend each session.

Meanwhile, other groups of students formed themselves into committees to assure the success of our social and entertainment hour, to be held the last afternoon of that week. Hostesses were selected who would greet our guests and guide them to the auditorium. The Mistress of Ceremonies would formally introduce each speaker.

Amazingly, all invited speakers were not only willing to visit us, but were available for the time slot allocated.

Each speaking engagement was confirmed by letter. Each guest speaker was asked to bring a short resume of his background for introduction purposes. Speakers were asked to allot forty minutes of their presentations for interaction with the audience.

Students were encouraged to bring friends, relatives, and neighbors to any sessions they wished. The nearby CAA office was alerted with an open invitation.

We wanted the emphasis of our program to be reality-oriented, a "tell it like it is" approach. And that's what it proved to be.

The week's activities followed this schedule:

Monday

A general assembly to review the purpose and function of the mini-mester.

A.M.

Brenda Burley from the Baltimore Department of Recreation and Parks
Subject: Health, Exercise, and Weight Watching

P.M.

Mrs. Victorine Adams
Subject: Charm and Beauty Hints

Tuesday

A.M.

Know Your Rights Mr. Harry Fox, Attorney for the Legal Aid Bureau, and Mr. Arthur Armstead of the Human Relations Commission

P.M.

Problems of Ex-offenders Mr. Al McCarthy, and ex-offender now with the Public Defender's Office, and Mr. Harris Chaiklin of the Community Reintegration Project.

Wednesday

A.M.

Consumer Protection Mrs. Edna Johnson, Director of Consumer Services, Baltimore Urban League

P.M.

Feminine Sexuality Mrs. Annette Leiberman of the Planned Parenthood Association, and Mrs. Vivian Washington, Principal of The Edgar Allen Poe School for Unwed Mothers

Thursday

A.M.

Dangers of Drug Abuse Mrs. Jane Foss, ex-addict from Project Exit, a therapeutic community affiliated with the Johns Hopkins Hospital Drug Abuse Center

P.M.

Yoga An Approach to Physical and Mental Well Being Mr. Miles Kierson

Friday

A.M.

Child Rearing In An Inner-City Environment Dr. Eric Fine and Dr. Misbah Kohan of the University of Maryland Department of Pediatrics, and Mrs. Vivian Pendleton, Senior Nurse Supervisor of the Western Health District.

The formal aspect of our mini-mester program ended with a short assembly during which administrators and officials associated with our program were introduced to our students, and public thanks were given to all those who had made our program a success.

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Friday afternoon was devoted to our social gathering in the school cafeteria. The food was prepared and served by our students, many of whom cashed their welfare checks and bought food stamps in order to buy the food that was served. They had wanted things done in this manner. This attitude was summed up by one student who said, "I'm not good at serving on a committee, but I do make great macaroni salad."

The refreshment committee had planned how much food would be needed for the number of guests expected.

Our entertainment was provided by several acts - young people's groups and individuals who had been invited by the entertainment committee.

Our festivities concluded with the joining of hands and the singing of "Auld Lang Syne."

How successful have we been? We devised an anonymous written student evaluation to find out. Almost without exception our students pronounced our program a great success. All said they would like such a program repeated.

The following student comments (uncorrected for spelling and grammar) speak for themselves.

> "I think the program on Human Relations should be repeated so pepple can and will know their rights.
>
> "I liked "Child Rearing in An Inner-City Environment" because there are so many parents that don't understand their children, their needs and their desires. And how to go about correcting them.
>
> "They said so many interesting things that I didn't even know about. And mothers like myself should find out what we can do for our children because it mean a lot to me and to the other mothers.
>
> "I know I have got something out of it. Many things I didn't understand. After listening to the speakers of various program I was amazed.

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"Many of the things Mrs. Johnson spoke on I was not aware of. I had been taken over many times by furniture stores myself, and I didn't know how to go about getting results. Thanks to Mrs. Johnson, now I know where to go and whom to see, if I Have another case like the one I've had before. Legal Aid will be my first step before I sign anything.

"I think the lawyer from Legal aid was interesting he helped many of us with our problems we have, He pointed about a number of things about housing, apartments we rent, how the landlord can be made to fix the things that need fixing. He also helped those wanting to know about divorcs, on what ground there are.

"I found that the program on drugs was most relevant. I have teenage children and not only my children that I'm concerned about but the neighbors children as well. As these kidssgo through life they'll be meeting all types of people through all walks of life and not knowing what our child may or may not do, we know that they are capable of the usage of dope. So I say by all means yes, let the program on drugs be repeated for the sake of the parent as well as the child who is not a user. Parents can get some idea of it. At least on how to deal with such a problem and believe you me, dope really is a problems.

"You get an opportunity to see and hear a lot of things you really never was aware of before.

"The social part was very relaxing.

"Loved it.

"I thought it was great.

"I would like to see the school have it 2 or 3 times a year.

"I learn a great deal about my rights as a citizen.

"The mini-mester was interesting and exciting. I learn a lot from it. Things which I really didn't know about.

"Most of the things that was discussed most of the people did not know anything about some of them, and it was very helpful to mostly all of us.

"I think our school should keep on having beautiful and exciting program like the one we had and keep on having exciting guest.

"The mini-mester was very successful in its first try and I hope we could have another real soon.

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"The program as a hole was very interest and worth my while to be there everyday to just hear what was going to be next and really enjoy it.

"This program should be repeated because it help you to no things you can't often find out about in every day life. It give you a clear understanding of what you wanted to no.

"The program was well organized, and there is no need for improvement.

"It proved to be very rewarding.

"It was wonderful just as it was.

"I think it good for people to learn different thing about life.

"We should have it at least twice a year.

"We should have another program like this as soon as possible.

"It will help lot of people to understand thing more clearly plus I have children it help me a lot with them.

"I would like to have it again so I wood know more so that I can help my children.

"We received information we did not have. It made us aware of what is going on around us.

"The mini-mester was worthwhile in many ways.

"After working hard in our studies all summer long without a vacation, that week was a pleasure.

"This program offerred help to the ones that are interested in bettering themselves.

"It was very interesting and worthwhile. It wasn't a waste of time.

"Some things are not learned in school and you get people who know what they are talking about.

A request for possible topics for a future program of this type provided us with the nucleus of a future mini-mester. Such suggestions included the following:

Someone F The State Employment Servi

The Occult and the Supernatural

Funeral Arrangements

Housing

Dieting

Fashions

Hairstyling

Wife and Husband Understanding

Model Cities

Criminal Law

Someone from The Department of Social Services

Types of Jobs Available in Baltimore. Requirements of the jobs, and information on what the jobs are all about.

A meat-cutting demonstration

Alcoholism

The True Facts about Low-Income Home Ownership

Mental Hospitals

Women's Liberation

The Welfare Rights Organization

Information on Abortion and Abortion Laws

There were also many requests for a repetition of previous topics.

The seeds for our next mini-mester had been sown.

4660 Martin Luther King Avenue, S.W.
Washington, D. C. 20003
September 4, 1971

Dr. Edmonia W. Davidson
Director, Adult Education
Howard University
Washington, D.C. 20001

Dear Dr. Davidson:

During the past six weeks, I've been involved with many activities which were brought about because of my experience with you in the workshop on Adult Education.

Upon returning to the class room, I was able to see my students in a different light. They became more to me than individuals learning mathematics. They were students as well as mothers, providers of families, workers, voters and concerned citizens.

One of our first class activities was "A Look at Self" as far as where we had been where we were, and where we were going. Since that activity many students have become more concerned with themselves and their situations and have constantly consulted with me about their aspirations. I am very proud of this because a lot of the students had not done much thinking on things beyond receiving public assistance.

Secondly, we concerned ourselves with Voter Registration. Students learned about the proceduce of registering and approximately 50 students proceeded to do so.

Participating in the National Welfare Rights Organization had never crossed my mind, but a week after the workshop a local meeting was announced. I attended that meeting and since then became involved in several of their activities. This seemed to have produced better communication between me and the students who weren't members to get involved.

A highlight of my recent experience took place during this past week. At our school, we threw out the regular schedule and conducted what we called a "Mini-Mester". I got a lot from the "Mini-Mester because I got in on the planning of it with one other teacher and five of our students. We had local speakers, movies, discussions, and literature covering such areas as: Health, Weight Watching, Beauty Tips, Knowing Your Rights, Consumer Rights, Consumer Protection, Female Sexuality, as well as Drug Abuse, Yoga and Child Psychology. This "Mini-Mester"exceeded our expectations and we were fortunate in getting some of the best people in each area to participate in our program.

I'm looking forward to all the other things I will become involved with. I probably will never be able to do enough to compare to the workshop experiences and your eternal two weeks drive on me. However, Dr. Davidson, I hope to do my part whenever and wherever I can.

Sincerely yours,

Willie J. Eubanks

Willie J. Eubanks
(Baltimore City)

FROM MY EXPERIENCES IN TEACHING MATH. I'V DISCOVERED THAT THE MATH EXERCISES, ESPECIALLY, WORD PROBLEMS GIVEN IN MANY MATH BOOKS ARE UNREALISTIC FOR THE POPULATION I TEACH. THEREFORE, I'LL SHOW HOW CENSUS DATA GATHERED DURING A TWO-WEEK WORKSHOP I ATTENDED, CAN BE UTILIZED IN THE TEACHING OF MANY MATH SKILLS

(Miss) Willie J. Eubanks
Baltimore, Maryland, School 440

MATH LESSONS

LET'S TAKE A LOOK AT THE INCOME OF NONWHITE FAMILIES IN BALTIMORE IN 1969.

Directions: Below is a table showing the number of nonwhite families and their income. Study this table very carefully so that you may be able to find some information.

Table I. Income of Nonwhite Families in Balitmore, Maryland in 1969.

INCOME	NUMBER OF FAMILIES
under $1000	5,336
$1,000 to $1,999	7,666
$2,000 to $2,999	8,717
$3,000 to $3,999	11,137
$4,000 to $4,999	10,263
$5,000 to $5,999	7,804
$6,000 to $6,999	5,173
$7,000 to $7,999	3,817
$8,000 to $8,999	2,445
$9,000 to $9,999	1,912
$10,000 and over	3,959

(The information has been listed in table form, however, depending on what you want to do with the information will determine the method of presentation)

THE FOLLOWING INFORMATION WILL SHOW THE SKILLS THAT CAN BE TAUGHT, AND THE WAY THE INFORMATION CAN BE USED

I. FOLLOWING DIRECTIONS AND LOCATING THE ANSWER

A. Following directions

1. What is the first number under income?
2. What is the third number under number of families?
3. Locate the line which says $6,000 to 6,999.
4. What is the number of families listed on the same line as $10,000 and over?

B. Getting an answer (under this section some of the questions should be phrased where the table doesn't show the information).

1. How many families had between $5,000 and 5999?
2. How many families earned less than $1,000?
3. How many families had no income?
4. How many families had $900?

II. READING AND INTERPRETING TABLES

A. What information can you get by using this table?

B. What will each column tell you?

C. What other tables have you seen before?

D. What purpose do you think tables have?

E. From the table are you able to tell the exact number of families having $3,000?

F: Make a table showing any information you think is important. The best table will be used in the next math exercise.

III. PLACE VALUES(UNDERSTANDING LARGE NUMBERS)

5,336 families had less than $1,000. What is the value of each of the digits in 5,336?

A. _____thousands or 5,000

_____hundreds or 300

_____tens or 30

_____ones or 6

5,336

B. 5 thousands or _____

3 hundreds or _____

3 tens or _____

6 ones or _____

(total)

IV. READING AND WRITING NUMERALS:

A. Look at the numbers under Number of Families as I read them aloud, you read them to yourself.

B. Read each number aloud to your partner.

C. Cover your chart, now write each number as I read them.

D. Write five different numbers on your paper. (Don't let your partner see them.) Now read these numbers to your partner and see if she can write your numbers.

V. FOUR BASIC OPERATIONS OF ARITHMETIC

A. Addition and Subtraction

1. What is the total number of families listed on the table?

2. How many families have incomes of $6,000 or more? How many families had less than $6,000? How many more families had below $6,000 than $6,000 or over?

B. Multiplication and Division

1. The number of families with incomes less than $1,000 was 5,336. Divide this by 2.

2. Multiply 5,336 by 1/2

VI. PERCENTS

Finding the percent of families in each line

VII. MAKING GRAPHS, TABLES AND CHARTS

A. Circle graphs

B. Line graphs

C. Bar graphs

D. Picture graphs

THIS EXERCISE CONSISTS OF WORD PROBLEMS - SKILL IN MULTIPLICATION OF DECIMALS

1. In 1969 Baltimore City had a total nonwhite population of 328,416. Of the 163,149 persons 25 years or older, 58.9 percent had spent eight years or less in school. What was the total number of persons with eight years or less schooling?
2. The major occupation group of employed nonwhite males in Baltimore during 1969 was operatives and kindred workers. 27.0 percent of the 68,577 nonwhite males had employment in these kinds of jobs. What was the total number of males with jobs as operatives and kindred workers.
3. During 1969 there were a total of 44,795 nonwhite females employed in Baltimore. The occupation in which the largest number of these females worked was as private household workers. If .275 of these females were employed as private household workers, how many were actually employed in these kinds of jobs.
4. The median income of all nonwhite families in Baltimore City was $4,12[illegible]. Of the 68,229 nonwhite famliies, .481 had incomes below the median income. What was the total number of families with incomes below this median?
5. In the Census Tract in which School 440 is located there is a total population of 5,156 persons. Of this number, 58 are nonwhites. How many nonwhites and how many whites live in this area?

PROPOSAL FOR EDUCATIONAL CHANGE AT SCHOOL #440

Mr. John P. Creighton, Principal

Since the purpose of School #440 is to provide academic training as a basis for improving the employment potential of WIN enrollees, the following is a proposal for a modification in the curricular structure in order better to meet these needs. This proposal has been given much thought and attention by the center principal, staff members and student representatives.

1. We would initaite a special program for interested students whose curriculum would be oriented toward the world of work. This program would be of a dual nature; part job training and experience with all phases of a small business operation, and part classroom instruction which would consist of a block time approach to problem-solving. The curriculum for this class would be problem-centered and directly related to needs evident from the job phase.

2. Specifically:
We would undertake to establish and operate two businesses within the school.

   A. A Lunch Counter operation

   B. A Book and Notions Store

   Both of these enterprises would be operated by the students themselves under the direction of a student board of governors assisted by a special teacher assigned to this program. (We were thinking of calling it "#440 Enterprises").

   The board of governors would oversee both phases of the program. Its members would determine hiring practices and be the top management.

   The Lunch Counter would have a stove, refrigerator, and sink. It would not serve hot food but rather sandwiches, sodas, candy, etc.

   (Unofficially, I have the assurance of assistance from a member of the Baltimore City Council in securing assistance in obtaining zoning approval, board of health approval, a trader's license, etc. - if these and/or other regulatory city agencies would be involved.)

The classroom instruction would be directly related. For example, rather than attempting to teach the concept of percent from within a structured mathematics class setting, students in this special class might have a problem such as - if you want to make 20% profit on a sandwich, how much should you charge. Students affiliated with the Lunchroom operation would have to figure the cost of two slices of bread, how many sandwiches can be made from a pound of meat, the cost of overhead, etc., in order to solve this problem.

Again, the purpose is an educational one. We believe that one benefit that would inure would be that the genuine involvement of the students in the total program would result in greater motivation to learn needed academic skills and consequently improved attendance and progress.

Other expected benefits would be:

1. A transfer of training. Those students involved who are hiring and being hired should begin to grasp the qualifications that an employer would seek in a prospective employee.

2. Experience in all phases of operating a small business. Ordering supplies and merchandise, keeping records, banking money, managing and working with other people, etc, etc.

Our emphasis would be to help the students to explore alternatives and options, rather that tell them what to do. It would be a problem-solving "discovery learning" method of teaching. For example the teacher might say; "How are you going to get the bread you will be needing each day?"

Essentially, the businesses would be non-profit. We thought that extra earnings could be used to finance special interest group activities for the rest of the school to be held on Friday afternoons. For example, we could purchase sewing machines for a sewing class materials for a crafts class, and a piano, for a glee club.

If approved, we would be able to pay hourly salaries to those enrollees who are devoting time to these operations.

We currently have enrolled a number of students whose career goal is the food service industry and the retail industry. They would be likely candidates for this operation.

Additionally, it is anticipated that we would develop a number of trained individuals, ready for employment. We could say to an employer, "This individual is familiar with all phases of your industry - keeping books, ordering supplies, supervising help, banking money, etc. We know from our experience with her that she is dependable, trustworthy, etc." We would not have to hesitate to recommend those enrollees who have measured up and have proven themselves. We would be in a position to give real assurances to a private employer that he would not be taking a big risk in hiring this enrollee.

Hopefully, this would be a continuing process.

We believe that if approved this program would constitute a dynamic viable approach to meeting the real needs of many of our enrollees. It would represent a genuinely innovative approach to fulfilling our educational purposes.

We have a particular teacher in mind, now on the staff of our school, who can bring to this program the creativity and imagination required for a special undertaking of this kind.

Respectfully submitted
March 9, 1972

"SUMMARY OF USES OF MY HOWARD UNIVERSITY
ABE INSTITUTE EXPERIENCE"

The returned forms reporting the uses to which the Howard University ABE Institute Experience had been put were divided into: (1) Teachers of Regular ABE Classes, (2) Teachers of Classes Other Than Regular ABE Classes (WIN and CEP), (3) Teachers of GED or High School Equivalency Classes, (4) Teachers of English as a Second Language, and (5) Administrative and Supervisory Personnel.

Teachers reported evidence of their changed personal perspectives of their students by involving student help in planning the "course of study for the year", in greater responsiveness to student interests, in developing "student awareness" of problems and how to solve them. As one teacher expressed it, "I have also dealt with the 'second class' feeling which many of my students feel quite effectively. We all stand taller, thanks to the Howard experience." It appears that these teachers are helping their adult students develop an improved self-concept, by making students "welcome", and accepted as "an important link in the successful outcome of the class. Each adult is permitted to help the other adults and to receive help." Understanding of one's city is reported as "a very exciting and learning experience": "My students enjoy learning new things about our city. I believe this has helped me to keep many of my students from dropping out this year." Consumer education, improved reading techniques, and problem-solving as a method appear throughout the reports.

Some classes are in prisons or have other restrictions which have made change almost impossible. But others even in prison were

able to adapt content and method. "I decided to teach directly from certain official documents that most of my students would have to eventually read."

One teacher said, "I utilized the census tract to determine where we could recruit more ABE students in our area. After locating the information, I canvassed the neighborhood for students. Fifty students were recruited for the class." He also received a personal promotion to "Teacher-in-charge of 24 classes."

One teacher developed a city-wide ABE workshop patterned after the one at Howard.

Two members of administrative and supervisory personnel developed proposals based on their census study. One conducted a workshop with the 18 teachers and 5 teacher aides under his supervision.

Perhaps the GED teacher expressed a very important cultural learning for all. "Specifically I tried a new math text I learned about at the Adult Demonstration School and the use of local census data for graphs and word problems in much the same manner as Mr. Nevers Jefferson. . . In general we have increased our ABE program both by expanding the evening class and by more extensive recruiting and by setting up a daytime program. I think it was in part the need for ABE shown in my census report that led to this expansion. . . In general also I think Howard gave me a better understanding of my students and raised to even greater heights my respect for my students. If you are raised white middle class and suddenly start teaching a group that is primarily black and Puerto Rican lower class, there is a

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gap that needs bridging. I think the Howard experience helped here."

Although class attendance was usually improved there were some classes for which this was not the case.

Use was made of the book Family and Personal Development in Adult Basic Education by Edmonia W. Davidson in many ways. For many, Part I was the most important for they used it in understanding American society. Others found the resource units in Part II the most useful.

The wide variety of materials distributed was well received and teachers indicated their preferences in the attached chart.

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Summary of Uses of My Howard University

ARE Institute Experiences

Name _____ Street Address _____

City _____ State _____

Kind of ABE class or other responsibility _____

_____

Where? _____

1. Summary of what I have tried as a result of the Howard Experience

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2. Problems encountered and how they were solved as well as problems which have not been solved

3. Student reactions

4. Material in Part I of Family and Personal Development in ABE found useful and not very useful

5. Resource unit(s) in Part II of Family and Personal Development in ABE found to be useful and not very useful

6. The Howard participants in the city of _____ have decided to meet on March _____, April _____, and May _____ from _____ to _____ (time) and at this Place _____

7. The materials distributed at the Institute which I have found useful are:

TEACHERS OF REGULAR ABE CLASSES

1. Summary of what I tried as a result of the Howard Experience

I invited speakers from the Social Security Administration, Internal Revenue Department, Satoma Club and a speaker from the Roanoke City Welfare Department. We also conducted a workshop for all adult education teachers in the city of Roanoke directed by John K. Allman. And we took a field trip to the Roanoke City Oceanography Center.

****

The Adult Basic Education Institute For Teachers and Teacher-Trainers Of Urban Adult Populations has proven to be very helpful to me in working with my adult class. The idea that has been most helpful to me is as working with the City and County Background Forms. My class has been very successful in completing these forms. It was a very exciting and learning experience for them.

We were able to correlate these materials with our social studies and mathematics classes. As a result pupils are now aware of their low paying jobs due to the lack of education. All of my students are registered voters now.

****

Your workshop was the foundation for a program entitled "Student Awareness". The projects under the program were incorporated into the daily curriculum. Our goal was to enlighten students concerning solutions to problems encountered according to their living standards. Some of the projects were as follows: student attorneys, birth control, cancer and venereal disease.

****

With two math groups, I have introduced on a very elementary basis problems drawn from Census Tract material. We have spent time in reading the figures relating to the various aspects of the population. We have devoted lengthy discussions on the "likes and unlikes" in many categories. Addition, subtraction, division and multiplication have been taught using these data. The more advanced group made graphs showing many of the differences in white and nonwhite occupations, housing, income, etc.

****

I have instituted or rather attempted to institute a consumer education program based on the material obtained at Howard. (prison)

****

I have not used the materials and concepts presented at the ABE Institute 1971 basically due to the academic level and ability of my students. I teach one adult class basic arithmetic one night a week to two adults. They are studying arithmetic on a 2nd grade level, basic addition and subtraction facts. Once these facts are mastered, at least 0 through 20, I think I could offer demographic data on their level as addition and subtraction problems.

****

I am extremely happy to inform you that as a result of my experience at the ABE Institute at Howard University I have had much success in our program. Immediately after returning to my state and city I had the opportunity to present to all our teachers in Queens, N.Y. a summary of what we learned at Howard. The teachers, supervisors, guidance counselors and teacher-trainers were quite impressed with all the information the students learned at Howard.

These are the things I have tried and had much success: (1) One of my native born classes in Queens needed more students. I utilized the Census Tract to determine where we could recruit more ABE students in our area. After locating the information from the Census Tract, I canvassed the neighborhood for students. Fifty students were recruited for the class and I have been in touch with the class and almost all the students are still attending class. (2) The reading program taught by Professor Brigham from the University of Maryland was a complete success with my students. These students seemed delighted with their reading results. Several of the students who were involved in this reading program have studied and passed the GED test for high school.

I am happy to inform you that as a result of my exciting and wonderful experience at Howard I am now the teacher- in - charge of 24 classes in in Manhattan, a borough of N.Y. I an now using to a great degree the experience and the things I have learned at Howard. I am grateful to you and your staff for the useful experience.

****

I began by letting each adult know that he/she was not only welcome but was an important link in the successful outcome of the claas. Each adult was asked to help plan the course of study for the year.

The adults were tested to discover the academic level. After the tests were completed each adult was given a conference where he/she was shown his needs, permitted to ask questions and quided to chose the areas that he/she felt were important to master.

Each adult is permitted to help other adults and to receive help. In this way everyone feels that he/she has something to offer.

The adults discuss a variety of problems that are of a community, city, state or local level. In discussing and attempting to solve some of the problems they have developed skills in reading, spelling, mathematics and speaking.

****

As a result of having attended the ABE Institute at Howard University I tried the following program. Since I teach illiterates and functional illiterates how to read, I at first had difficulty as to what part of the experience I could use. After some thought I decided to teach directly from certain official documents that most of my students would have to read eventually. Therefore, I used the following methods.

As soon as practical I began to introduce words from birth certifi cates, social security cards, various kinds of employment applications, information from voters cards, information from loan applications and credit references. When the class had sufficient time to study and spell these words, they were then given each of these forms or a likeness and asked to read them and then fill them in. We then set up as an acting situation a man looking for a job and filling out an application. We also used a man going to get a social security card, voters card and applying for

credit. Each day a different student would play the part of the interviewer,and the rest of the class would act as the person looking for various types of information. (prison)

****

I have become more selective in assigning reading material and I put speical emphasis on material relating to the Federal State and Municipal Governments. I do this because I learned from the ABE Institute that the adults I teach must understand and make responsive to their needs the various government agencies.

****

I instituted a new technique for reading comprehension, introduced new opportunities of employment by presenting a speaker from the state employment office, endeavored to instruct math through news media (sales papers) pointing out discrepencies and advantages and occasionally attempted to hold discussions on the importance of becoming involved.

Nowhere in the Institute was I able to gain experience in counseling adults. I mean, my biggest difficulty was encouraging students who posessed shame because of their intellectual deficiency. My only metnod of solving this particular problem was a private consultation with each student and this of course took away class time.

Although field trips and visits were very educational to me, my visits to OIC, drug centers, etc. cannot in any way be incorporated in my ABE class. However, my visit to the Learning Center gave me some ideas ideas about teaching.

I also endeavored to relay my institute experience to the entire group of ABE instructors at our November 1/2 day workshop. I displayed all my materials and conducted class for one hour.

****

As a result of the Howard Experience I am desirous of teaching ABE full time. December eight, a busman's holiday, I spent the day with Marie Brown assisting her in her work at J.F.K. Vocational School. It was a rewarding day in many ways and reinforced by desire to get more involved with ABE.

My situation, I presume, is different from that of your other students in that we are not funded and hold classes only at night. This being the case we were unable to get speakers for our ABE members. I regret this for I was greatly impressed by the excellent speakers you, Dr. Davidson, were able to schedule for us and I hoped that we might follow your good example.

At this time I would like to thank you for the Summary. Note taking is part of my listining to lecutres, yet I was delighted to receive a copy of the lectures themselves. The book brought home to me again the throughness with which you attacked our real apparent lack of knowledge in very important areas of ABE. It is more than reading and writing - it is the opening of doors to show ABE members their rights as citizens of the U.S.A. Thank you for the Summary. It is an invaluable resource as is Family and Personal Development in Adult Basic Education.

****

Some of the experiences I have gone through with the groups I have worked with have been regarding and others have been difficult to accept because there were mixed reactions on the part of the students. But as a whole, the materials and recommendations from the workshop proved to be very effective.

****

Having been encouraged to look beyond an individual student and his classroom experiences with me, I have made a sincere effort to learn more about the community from which he comes and how he and his family are faring in that environment. My student counselor (who visits our class every other week) and myself have made it our objective this year to link the student with the proper resources to work out his problems. These types of problems were encountered:

(1) "The school bus won't come up my road".
(2) " The highway department plowed tons of snow into the church entrance". This is where we meet.
(3) "I failed all 5 parts of the GED by only 1 or 2 points. What can I do?"
(4) "My teenaged daughter won't discuss anything with me".
(5) "Our church is the center of our community but the young people are not involved".

Knowing who to call for help from the Road Commission took care of the snow. The Department of Education for Howard County sends a bus to pick up children on the forgotten road. The GED test results are being scrutinized again. We took the class to a community service series entitled "Human Sexualtiy and Family Living". They saw and heard other people discuss problems and solutions that were also their own problems and needed soultions.

2. Problems encountered and how they were solved

I have been able to interest and influence more adults in the Adult Basic Education classes.

****

After several months of using the techniques learned at Howard, my students were no longer dropping out but they asked other students to join them in their classes. I was delighted with the results because these students were learning the things they wanted to learn and not what the teacher wanted them to learn.

****

The problem I faced was how to use the information I gathered in a non-reading situation. I solved that by introducing words directly related to the needs of the men. Also by acting out centain situations we cut down the need for the illiterates to read until they were more qualified. (prison)

****

My problem was to encourage people who had very little formal education. My attempt to solve this by "fatherly" individual talks proved successful.

****

St. Malachy's is situated in an area where at least three distinct socio-economic groups reside. Our ABE Program has brought these groups together to know one another, to learn together, to laugh together and to visit one another on a social basis. It has been a unifying factor in the area.

****

Through class discussion motivation increased, community awareness became more pointed and we discussed in greater depth problems relating to voting, taxes, banking, buying cars, purchasing homes, renting homes and apartments and practical education for the consumer.

****

Problems encountered which have not been solved

I have not been successful in improving daily attendence.

****

Program funding is unsteady. Teaching time is cut to meet the budget. The untouched adult in the community who would benifit from the program is another problem.

****

I have used commercially prepared materials although this has met only with limited success especially with the less sophisticated. (prison)

****

My students have not had enough outside experience (from an institutional setting) to have much idea of the problems of everyday life. Their concept of numbers is very poor and so must be dwelt upon. They have been taught that to use any kind of "helper" to speed up their accurate solving of simple addition, subtraction, etc. is "babyish". Consequently, my biggest problem is to persuade them to tackle these problems in a constructive way rather than just sit and wait. Most of them use their fingers and refuse all other kinds of aids placed in the room (prison-hospital).

****

In September until last month I only had older adults and had no serious problems. Since that time I have received three teenagers who were put out of day school for misconduct in their classroom. The

teenagers laugh at my older students when they ask or answer questions. I have tried talking with them but this has not worked. Do you have any suggestions?

****

This year attendance has been rather poor. Our counselor has made contact with most of the students and tries to encourage them to attend.

****

One problem encountered was getting the students to accept other persons opinions as general rather than applying the opinion to themselves.

3. Student reactions

Pupils were impressed greatly about being involved in new experiences. They have organized themselves to visit other regular ABE classes and also ABE vocation classes in their city. They have shown interest in the political affairs of our city.

****

For the most part favorable although they state a desire for greater depth. (prison)

****

The director of our ABE program states that the Institute materials have given him many ideas in terms of principles which have been incorporated into guidelines for curriculum development. The students have reacted to the courses of study with enthusiasm. They seem to realize that these are the things they will need to know. This is especially true in the courses on Basic Living Skills of Homemaking and Personal Development. (prison hospital)

****

My students enjoy the program much better this year. I have taken them on three field trips. The really enjoyed the experiences.

****

Many of the students came back to class and then started to become careless about coming again.

****

Very favorable.

Our students were dropping out of classes almost as soon as they began. These students were not interested in what we were teaching. I immediately made a survey of what the students wanted to be taught and found that these students wanted to express their own ideas in their own daily lives. Many of them just wanted to be able to read the newspaper. Others wanted to become better housewives, etc.

****

The adults in the class often brought visitors to class. The class is normally over at 9:30 but they always stayed until 10:00. They are no longer shy about discussing problems, helping each other, correcting the teacher, debating an issue, asking for additional help on an individual basis, asking for additional materials, discussing their weaknesses or exchanging political or domestic views.

****

Student reactions were mixed. Everyone insisted upon writing, reading and arithmetic. Most of them were not and still are not prepared for public involvement. Some showed a keen interest in employment techniques and this in turn increased their desire to read.

****

My students became eager to participate.

****

Students were enthused over their ability to read and fill in various documents.

****

Some students were bitterly opposed to suggestions on changing the old trends or patterns. Some accepted, but not many were able to cope with new situations.

****

Students have responded very enthusiastically to being made a part of the "community college". Two students even enrolled in a credit-free offering aimed at "reading improvement". They came back to class and told the others of all the available equipment and novel methods of instruction. Those students (8) who participated in the discussion series mentioned above had not been aware that these and similar offerings were available at no charge. They are becoming more willing to travel out ot their immediate and familiar environment. We plan further excursions to public libraries, County Health Department, etc.

4. Materials in Part I of Family and Personal Development in ABE found useful

I found "Family Income Distribution in the United States, 1960" and "Life Styles of Low Income Families" most helpful.

****

This material has been very valuable to me in my regular ABE class. I have been able to use most of the information in the following chapters: "Family Income Distribution in the United States, 1960", "Changes in Low Family Income in the United States Between 1959 and 1969" and "Life Styles of Low Income Families". I have been able to correlate this information with my social studies and mathematics classes. Pupils are thrilled to make graphs to represent various figures.

****

The material was useful in its entirety.

****

I found the following materials very useful: "What Kinds of Families Had Low Incomes and Why?", "Low Family Incomes - Americans and Negroes", "Changes in Low Family Incomes in the United States Between 1959 and 1969 (in the nation)", "Life Styles of Low Income Families (Negro families)".

****

The material in Part I has been extremely useful for my personal growth.

****

The material in Part I was most useful. The graphs were used to show students just how graphs are made add how useful these graphs can be used in planning. These graphs were also used to show the relationship in math problems. City planning and community living were also expressed through the use of this matieral.

****

Since all of the adults in my class are Negroes, I found that the information pertaining to Negroes was more useful than the other groups mentioned. The other groups did however enable me to get a picture of the total problems faced by the low income famliies.

****

I like it all. It is filled with useful information. Some of it was used in a recent survey our community is doing.

I found the section "Life Styles of Low Income Families" very useful in getting the men to engage in oral discussion. I highlighted certain parts of section (4) which I read to the class. Almost immediately the class became involved in heated discussions on many things I read. I also used this opportunity to teach many family words by putting them on the chalkboard and explaining to the students that these were some of the words they used. I then demonstrated to them how such words are read according to the phonetic l aaproach.

****

During class discussions in communication skills I found "Family Income Distribution in the United States, 1960" very useful. Also, "Life Styles of Low Income Families" was useful.

****

I found "What Kinds of Families Had Low Incomes and Why?" and "Life Styles of Low Income Families" to be very useful.

****

I found the statistics showing that education increased income, happiness at work and happiness in the family to be useful. Also I found the statistics showing the economic differences in race to be very interesting although it was difficult to explain.

****

Materials in Part I of Family and Personal Development in ABE found not to be useful

I found it most difficult to relate this material to the inmate student who felt this material was not meaningful to him. My superior officer also felt we should spend the time on building basic math skills. (prison)

****

The material in Part I is not useful here at Polk to any extent because of the degree of retardation of the residents plus their limited experience here most of their lives. Without much experience in the world of work, they do not understand that everything must be paid for, that money must be stretched to meet needs, that budgeting is essential to anticipate future purchases. Also, marriage is something not clearly understood my a good many. (prison hospital)

****

I did not find useful the materials on Mexican Americans, Puerto Rican families and American Indian families.

****

Because I was teaching foreign-born people, material in Part I had little information relative to teaching them.

5. Materials in Part II of Family and Personal Development in ABE found useful

Chapter II on Consumer Education and Money Management has been most helpful.

****

In this section of the book all of the materials have been most helpful to my class. I have been able to make copies of the materials for pupils who show an interest for it. These four units have been most helpful: Consumer Education and Money Management; Family Health and Safety; Homemaking Skills: Food and Clothing; Family Planning and Family Relationships.

****

All of the materials have been very useful.

****

The director says he found the Resource Units in Part II to be thought provoking and a source of ideas for building that part of the curriculum for which he assumed personal responsibility as one of the teachers. He thinks very highly of the textbook by Dr. Davidson and thinks he has been influenced by it greatly.

****

These units were very helpful: Family Health and Safety and Consumer Education and Money Managemtnt.

****

All were found to be useful.

****

Principles for Teaching ABE, Consumer Education and Money Management and The Family and the Community were the units I found useful.

****

I found Unit 3, Consumer Education and Money Management very useful. Since many of the men I teach are serving time for robbery and other money related problems, it becomes very important that some concentrated effort be made to help them think clearly on money matters. It is suprising how few of them are really concerned about such matters. Add this attitude to their lack of knowledge about such things, and you can readily see why they often end up having to go against the law.

****

The most helpful part to me was "Teaching Guides". This helped me to understand more thoroughly how to approach each student in accordance with his needs, as well as his interests. The unit on Family Health and Safety was good also. Another important part was Consumer Problems of the Poor.

****

I found the unit on Consumer Education and Money Management useful. I also made use of the various graphs and charts.

****

Family Planning and Family Relationships as well as The Family and the Community were found very useful.

****

Materials in Part II of Family and Personal Development in ABE found not to be useful

The only part that I found not to be useful was the questionnaire on home and family life.

TEACHERS OF CLASSES OTHER THAN REGULAR ABE CLASSES

1. Summary of what I tried as a result of the Howard Experience

I found the institute interesting and utilized the information given on welfare procedures, Social Security and political science. My class found the information stimulating as well as informative.

Also, the information that was on the Census Tracts gave my trainees information they were not acquainted with.

When I showed them that there are more whites on welfare then blacks and backed the statement up with diagrams they seemed to acquire a new sense of pride.(CEP)

****

I have instituted information obtained from the ABE Institute and put it into practical use in the classroom. Throughout the training cycle at CEP my trainees showed a much greater interest and more student participation when given the opportunity to have some input into the materials and subject matter to be covered in class. Relevant materials such as information on voter registration, consumer education and the Census Tract of the inner city area or the model cities target area in Buffalo were also used.

Knowledge gained by just having been a part of the institute aided me and my class. (CEP)

****

As a result of the training I received at Howard I have instituted information which I felt would give the students more knowledge about the things that are in our everyday life. I have instituted the reading lab in which I will be instructing voter registration and consumer education. I have also tried to show my students how the census reports are developed and we tried to do a census report of the inner city. (CEP)

****

I have instituted a course in consumer education an anti-poverty program and a half way house for addicts. I am also forming a group of community representatives to represent minority groups. I also used the census report for New York. (CEP)

****

While reading the article "Status of Black Women" several students questioned the statement "Black women are at the bottom of the totem pole". The article was issued to participants at the Howard Institute. In the math class we attempted to prove the statemant and at the same time gain experience in the fundamentals of percents by using a practical application of the percentage concept.

Using the 1960 Census for Washington, D.C. students calculated the percentage incomes of nonwhite females, nonwhite males, white females

and white males. Each student compared the percentages of the four groups by constructing a bar graph. After the graphs were checked for accuracy the class projected the percentages on a larger graph.

2. Problems encountered and how they were solved

One of the great problems I solved in my class was to explain about the myth of welfare recipients across the country. I gave my students valuable information on the Civil Rights Commission.

****

I had a problem teaching consumer education. I solved it by bringing in newspapers and store sales papers and market prices and had my students compare prices on like items in different stores.

****

One problem solved in my class revolved around myths of welfare recipients not only in New York, but across the country.

Also, my class functioning on an intermediate level (4-6) was better able to solve problems in arithmetic when they were related to meaningful personal goals. So, I made up several lessons based upon relevant daily life. Their reading interest also improved.

Problems encountered which have not been solved

I could not tie in the majority of the information on the Census Tract with my lesson plans.

****

How to form a community committee to elect a representative for the community presented a problem.

****

The problem of relating an academic program to vocational skills remains with us because of the great diversity of vocational programs and levels of student ability. Also, many students are unsure of career goals.

3. Student reactions

They were eager to get more details and set up a class project- each student selecting a facet of what was lectuted on during the seminar.

****

My students were greatly anticipatious and participated in class. After I informed my class about the reading lab, I felt that they were able to cope with their reading problems better.

****

Toward consumer education the reaction was very good. Everyone began to see where they were losing money just by going to the store and purchasing items without comparing prices.

The organization of communities became a very debatable question for the students.

****

Students liked the census project and wanted to continue with other census data.

****

There was greater participation and anticipation in and about the class. Also, there was much more enthusiasm and a broader outlook about themselves and the world around them. They appeared to have a deeper sense of individual wealth and importance.

****

The students have become enthusiastic. Our population is now concerned about job opportunities and available programs of job training.

4. Materials in Part I of Family and Personal Development in ABE found useful

The majority of the charts in Part I were copied and given to the students in pamphlet form and I used them for discussion purposes.

****

I have found the following parts useful: "Life Styles of Low Income Families" and "Family Income Distribution in the United States, 1960".

****

Upon reading and re-reading the book I found the tables in Part I to be useful and also the information on the"Changes of Low Family Income in the United States Between 1959 and 1969".

****

All was useful.

Materials in Part I of Family and Personal Development in ABE found not to be useful

I found "Changes in Low Family Income in the United States Between 1959 and 1969" not to be useful, specifically concerning "in the nation". Most of the people we deal with have no deep information on the national crisis, just of their own community or metropolitan area.

5. Materials in Part II of Family and Personal Development in ABE found useful

All was useful.

****

GED (HIGH SCHOOL EQUIVALENCY) TEACHERS

1. Summary of what I tried as a result of the Howard Experience

These are the things I have tried: organizational structure; departmentalization of classes; continuous recruitment program; issuing certificates for attendance and participation; monthly panel discussions on current issues; distribution of consumer guide booklets; book reports on black studies; distribution of periodic newsletter; showing films on urban outlooks; summary reports on social and economic status of Negroes/1970; invitations extended to local social service bureaus for appearances on ABE programs; a browsing room was set up to allow students to feel free to read, explore and share experiences gained from this classroom (this arrangement was provided for all interested participants to encourage greater exposure).

****

Specifically, I tried a new math text I learned about at the Adult Demonstration School and the use of local census data for graphs and word problems in much the same manner as Mr. Nevers Jefferson.

In general we have increased our ABE program both by expanding the evening class by more extensive recruiting and by setting up a daytime program. I think it was in part the need for ABE shown in my census report that led to this expansion.

In general also I think Howard gave me a better understanding of my students and raised to even greater heights my respect for my students. If you are raised white middle class and suddenly start teaching a group that is primarily black and Puerto Rican lower class, there is a gap that needs bridging. I think the Howard experience helped here.

****

2. Problems encountered and how solved

Attendance, irregularity in attendance, dropouts, transportation to center and apathy of adults for self-improvement were some of my problems. Attempts were made to improve the problems of attendance by such approaches as personal contacts, periodical newsletters, frequent home visits and community announcements. The problem of transportation was solved by carpools. Innovative teaching methods were utilized to generate and maintain students' interest.

Problems encountered which have not been solved

There were no specific problems from things tried as a result of the institute. Our problems remain the same: recruiting, dropouts, students of 5,000 different ability levels and educational levels, emotional, home, health and job problems of students that interfere with their school work. The community approach is not feasible for us because our students come from such a variety of communities: lower class blacks, Puerto Rican and whites, hippy types of young people and middle class whites and blacks who just never got their high school diploma.

3. Student reactions

Some students reacted positively, others responded negatively. Many of our students are determined to continue in our ABE classes towards furthering their education. Many are convinced that those who really want to learn will make many sacrifices now for supporting our ABE program.

****

The response was very favorable.

4. Materials in Part I of Family and Personal Development in ABE found useful

I found the following parts useful: "Family Income Distribution in the United States, 1960", "The Life Styles of Low Income Families", myths about low income families and Chapter 4.

There were many interesting and stimulating ideas of significance in comparing life styles of low income families. My students were most impressed and such materials rendered many open discussions concerning the roles of adults in American life.

****

The material was extremely useful in giving general views of the people with whom we are working. The statistics make for difficult reading but add scientific validity.

5. Materials in Part II of Family and Personal Development in ABE found useful

I found the following sections useful: Evaluation, Opinion Check List; Consumer Education and Money Management, and Homemaking Skills: Food and Clothing.

****

Materials in Part II of Family and Personal Development in ABE found not to be useful

Most of these materials are not useful for teaching toward the GED. As far as family living and job skills our students are as I noted earlier from many different backgrounds, and many would be offended by our overtly trying to teach them something they believe they already know. We discuss and compare these things, but don't teach them as such.

TEACHERS OF ENGLISH AS A SECOND LANGUAGE

1. Summary of what I tried as a result of the Howard Experience

The basic thing I tried to accomplish was to instill an awareness on the part of the staff as well as students to the innovations and inroads which could be made in dealing with Adult Basic Education. Many of the staff, I found, were guarded in their approaches, primarily due to past experiences as well as imaginative capabilities. In the area of ESL, the common approach or tendency was to place limited stress on oral or written English. The assumption was that later levels would take care of this. What is formed is a false reassurance to such a degree that the student is told you are doing fine when quite the contrary. Secondly, the student begins to doubt that English is really necessary, based on negative reinforcement earlier. When confronted later, either at a different level or in everyday life, with the thought of English, he becomes disillusioned in many cases. Based on this many teachers are seeing English in a different light. In addition, areas dealing with consumerism and family health to name a few, as well as individual experiences being relevant in and outside the class were covered with success.

****

Though I personally found the Institute experience interesting and informative, expecially the information about Prince Georges County, I have not had an opportunity as yet to employ my Howard Experience in the classroom. My present students are mainly Spanish speaking adults learning English as a new language on a very basic level. As their knowledge of English increases to a more conversational level I hope to use the Reading Techniques to teach them reading, and much later perhaps to go into consumer information, basic civil rights and other needed areas to make living in their new country more pleasant.

****

One very important aspect of the Howard Experience was the series of "Reading". Of special importance was a lesson on "Paragraph Analysis" presented by Dr. Brigham from the University of Maryland.

From "Paragraph Analysis" I was able to develop lessons in better and easier comprehension in reading. By applying the same method in teaching,my students and I were able to develop a chart in the study of grammar. In particular it is aquicker and easier way of understanding definite and indefini e pronouns.

Consumer Education presented to my ABE class became highly effective by applying actual practice in using the Census Tract. Response of students was surprisingly good with satisfying results. Reading graphs became easier and the students developed a greater understanding of their importance.

Applying "Reading Techniques" in the teaching of English to Spanish speaking people was effective to such an extent that three students were able to achieve 3 to 4 grades advancement in the speaking, reading and comprehension of English.

I was deeply impressed as a result of my experience at Howard University, by the need to create classroom experiences that are more relevant to each student. Because each student had different needs, it meant utilization of the individualization process in greater depth. In my eagerness to achieve this goal and at the same time deal justly with each student, I found myself facing an almost insurmountable problem. What could I do? The Jews were preparing for a citizenship test, the Koreans want to take a driver's test and the Italians needed to master the English language. I had to supply all with material on their level according to their needs.

2. Problems encountered and how they were solved

The lack of books and no supplies created the greatest problem in the first half of the ABE class. I applied techniques and innovative experiences received at Howard Institute with excellent results.

****

One important problem was the allocation of time for each student. The Jews could never understand or accept this. They always wanted more than their alloted time.

Finding enough material proved a problem also. I solved this problem by using the driver's manual for the Koreans. For those who needed the citizenship test, several films as well as social studies textbooks, newspapers and magazines helped. They passed the test. I used my English textbooks for those who wanted to learn the language.

Problems encountered which have not been solved

Staff disbelief that certain changes could be accomplished through curriculum amendments and ommissions was a problem. Many felt the onus for change or innovation was on someone else - or that informing them of everyday tips on problems and new techniques would be received with only marginal success. In many cases the teacher was merely responding to the students lack of interest as a valid reason for not being imaginative.

****

I had a problem making and getting materials for my students. I was not satisfied with the history books I had. History books (1971) are not factual regarding minorities. It was necessary for me to bring my own materials.

3. Student reactions

For the most part, the students were enlivened by the new approaches. They began to feel a greater sense of personal worth. Everyday experiences began to be evaluated for their worth and merit. In addition, the teacher was viewed in a different light.

****

Student reactions at Chester High School exceeded expectations. They were very pleased at the variety and method of teachers' presentations. They requested the repetition of some material.

All of the students at the end of the term stated they would return for the next session.

Four students achieved command of English to permit them to enter the machine shop course. One female is now entering the sewing class. One student having a business, states he is better able to figure costs and understand contracts because of ABE. This student had a 4th grade education.

****

4. Materials in Part I of Family and Personal Development in ABE found useful

In the section dealing with life styles and characteristics of various groups, the emphasis on traits peculiar to particular groups was suberb. One was able to parallel the effects of these maladies with the economic and social causes which brought them about. Even though groups exhibited different behavioral traits from one another, the commoness of these traits lay in the fact that they proved ineffective in coping with the numerous problems which beset them daily. This was valuable in gearing adults into realizing the urgency of their situation and a need to seek change for the better.

****

The material in Part I was found to be very useful expecially in relating to the variety of ethnic backgrounds. The public is not aware of the importance. Students requested that I use the book in class.

****

The material was very useful simply because there is little material of this kind available in schools or public libraries.

****

Materials in Part I of Family and Personal Development in ABE found not to be useful

I found a good deal of the statistical information, while valid to be dated in many respects and not offering a clear direction as far as future trends and developments were concerned.

****

5. Materials in Part II of Family and Personal Development in ABE found useful

Generally all of the units were useful in addressing themselves to the needs of the poor adults.

****

All the material was useful, especially in my consumer education classes. The students requested more information.

****

Materials in Part II of Family and Personal Development in ABE found not to be useful

I found section IV dealing with child rearing and family planning only marginally applicable. Namely because, such practices are for the most part based on tradidion as well as expediency. Therefore, efforts at addressing oneself to these practices are only valuable insofar as the adult deems them relevant to his personal circumstance.

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

1. Summary of what I tried as a result of the Howard Experience

Recently I was working with the Board of Vocational Guidance and Workshop Center, here in New York, and as its chairman will be helping to prepare a proposal in order to secure funding for remedial education of young people. We found the process which you introduced us to in the ABE Workshop on getting information about our census findings to be quite valuable. The form developed for the workshop was invaluable and really became an insert in our proposal. It will also serve as a basis for funding to foundations.

You may also be interested to know that in quiding the work of a Master's candidate, I helped her to use the material in developing a set of insights on a certain district in central Harlem in relation to drug use. Our hope is that this thesis can be the basis of recommendations to the church in its ministry to young people.

These uses of the material in recent days indicate how valuable the experience was last summer in our ABE workshop. Our continued gratitude for these insights.

****

The education I received at Howard University during the Summer Institute 1971 for Adult Basic Education Personnel had significant value to me in the development and formation of the proposal Number V224096 between the Wilmington Adult Basic Education program and the Model City agency of Wilmington, Delaware.

The U.S. Office of Education has approved for negotiation our proposal for a Special Experimental Demonstration Project in Adult Education under Section 309(b) of the Adult Education Act, P.L. 91-230.

****

As a result of the Howard Experience I conducted a special workshop session with my staff of 18 teachers and 5 aides. At the two hour workshop we had the following agenda: Characteristics of the Urban Learner (charts from the book as well as the statistical data I gathered on Baltimore city were used); Civic and Community Involvement for the Urban Learner; Consumer Education for the Adult Urban Laarner.

In addition, I have taught my teachers how to make lesson plans from relevent newspaper and magazine articles which I xerox and send them.

****

In addition to our "Mini-Mester", we are also about to include a "Clinical - Cluster" in our academic program. Students would divide their day between academic work and specific training in an area of office work - secretarial, keypunch, stenography, etc.

We hope that the educational needs will become more evident to the students pursuing this kind of training - things like the need for spelling, punctuation, following directions, etc.

3. Student reactions

My teachers and students really enjoy this relevant approach. They have been most excited about our consumer education materials. They also like reading the "Dear Abby" columns and discussing them.

****

4. Materials in Part I of Family and Personal Development in ABE found useful

I found the material on Negroes most useful, particularly the section that exploded myths about Negro family life.

****

Materials in Part I of Family and Personal Development in ABE found not to be useful

I did not find the material on minority groups other than Negro to be useful as far as the target population we are dealing with in my particular ABE program. We are dealing with about 90% Negroes and 10% poor whites.

****

5. Materials in Part II of Family and Personal Development in ABE found to be useful

I found all of the units in Part II to be useful. I have not had a chance for my teachers to teach all of units yet, but I plan to have made use of all the very relevant resource units now and next year.

BEST COPY AVAILABLE

DISTRIBUTED MATERIALS MENTIONED BY PARTICIPANTS	TEACHERS	REGULAR ABE CLASSES	OTHER ABE CLASSES	GED (HIGH SCHOOL EQUIVALENCY)	ADMINISTRATIVE AND SUPERVISO Y PERSONNEL	ENGLISH AS A SECOND LANGUAGE	TOTAL NUMBER
BOOKS:							
Banfield, Edward and James Q. Wilson, City Politics. New York: Vintage Books, 1966.		6	1	1	1	2	11
Davidson, Edmonia W. Family and Personal Development in Adult Basic Education. Washington, D.C.: National University Extension Association, 1971.		14	5	2	1	4	26
Griffith, William, ABE: The State of the Art. Washington: Government Printing Office, 1971.		2	1			1	4
Hallenbeck, Wilbur C., and Others: Community and Adult Education, Washington, D.C.: Adult Education Association of the U.S.A., 1962		2	1			1	4
Logan, Rayford W. The Betrayal of the Negro. New York: Macmillan Company, 1970.		3	1	1		1	6
W.E.B. DuBois. New York: Hill and Wang, 1971.		2	1	1		1	5
Mack, Raymond W. Our Children's Burden. New York: Random House, 1968.		4	1	1		1	7
Ulmer, Curtis. Teaching the Disadvantaged Adult. ed. Robert A. Luke. Washington, D.C.: National Association for Public Continuing and Adult Education, 1969.		6	1			2	9
MAGAZINES:							
Freire, Paulo, "Cultural Action For Freedom", Harvard Educational Review. Monograph Series No. 1, (1970), pp. 1-55.		2	1			1	4
"Illiteracy in America", Harvard Educational Review (Special Issue). Vol. 40 No. 2 May, 1970.		2	1			1	4
Southern Africa: A Time for Change. ed. George M. Daniels, New York: Friendship Press, Inc., 1969		2	1			2	5

DISTRIBUTED MATERIALS MENTIONED BY PARTICIPANTS	TEACHERS	REGULAR ABE CLASSES	OTHER ABE CLASSES	GED (HIGH SCHOOL EQUIVALENCY)	ADMINISTRATIVE AND SUPERVISORY PERSONNEL	ENGLISH AS A SECOND LANGUAGE	TOTAL NUMBER
"Women Of The Third World" New World Outlook (Published monthly by The Board of Missions of the United Methodist Church, joint Commission of Education and Cultivation in association with the Commission on Ecumenical Missions and Relations of the United Presbyterian Church, USA) New series Vol. XXXI No.8 April, 1971.		2	1			1	4
ARTICLES:							
Davidson, Edmonia W. "Community Focus on Adult Education in Maryland 1968-70", Adult Leadership. January, 1969. pp. 309-10, 331-34.		2	1			2	5
Pressman, Sonia. "Job Discrimination and The Black Woman", Crisis March, 1970. pp. 103-08.		2	1	1		1	5
Weldon, J. Eugene. "30 Million Adults Go To School", American Education, November, 1969, pp. 11-13.		2	1			1	4
GOVERNMENT PUBLICATIONS:							
Federal Trade Commission. Economic Report on Installment Credit and Retail Sales Practices of D.C. Retailers. Washington: Government Printing Office, 1968.		2	1			1	4
U.S. Commission of Civil Rights. Community And Change In Anti-poverty Programs. Washington: Government Printing Office, 1969.		2	1			1	4
Federal Civil Rights Enforcement Effort. (A Report of the United States Commission on Civil Rights). Washington: Government Printing Office, 1971.		2	1			1	4
George Mason College: For All The People?(A Report of an Investigation by the Virginia State Advisory Committee to the U.S. Commission on Civil Rights). Washington, D.C., 1971		2	1			1	4

DISTRIBUTED MATERIALS MENTIONED BY PARTICIPANTS	TEACHERS	REGULAR ABE CLASSES	OTHER ABE CLASSES	GED (HIGH SCHOOL EQUIVALENCY)	ADMINISTRATIVE AND SUPERVISORY PERSONNEL	ENGLISH AS A SECOND LANGUAGE	TOTAL NUMBER
The Federal Civil Rights Enforcement Effort (Summery). Clearinghouse Publication No. 31. Washington: Government Printing Office, 1971.	2	1			1	4
The Zoning And Planning Process in Baltimore County and its Effect On Minority Group Residents. (A Report of the Maryland State Advisory Committee to the U.S. Commission on Civil Rights). Washington, D.C., 1971.	2	1			1	4
Third Annual Report National Advisory Council On Economic Opportunity. Washington: Government Printing Office, 1970.	2	1			1	4
Who Will Listen? U.S. Commission on Civil Rights Clearinghouse No. 13. Washington: Government Printing Office, 1969.	2	1			1	4
U.S. Department of Commerce/Bureau of the Census. The Social and Economic Status of Negroes in the United States, 1970. BLS Report No. 394, Current Population Report, Series P-23 No. 38. Washington: Government Printing Office, July, 1971.	3	2	1	1	1	8
U.S. Census of Housing 1970 (D.C., Pennsylvania New York, Virginia, Connecticut, Massachusetts Maryland).	2	2	1	1	1	7
U.S. Census of Population 1970 (D.C., Pennsylvania, New York, Virginia, Connecticut, Massachusetts, Maryland).	2	2	1	1	1	7
U.S. Department of Health, Education and Welfare. Public Health Service. Smoking and Lung Cancer. Washington: Government Printing Office, 1969.	2	1			1	4
Smoking and Health Experiments. Demonstration and Exhibits. Washington: Government Printing Office, 1969.	3	1	1		1	6

DISTRIBUTED MATERIALS MENTIONED BY PARTICIPANTS	TEACHERS	REGULAR ABE CLASSES	OTHER ABE CLASSES	GED (HIGH SCHOOL EQUIVALENCY)	ADMINISTRATIVE AND SUPERVISORY PERSONNEL	ENGLISH AS A SECOND LANGUAGE	TOTAL NUMBER
The Facts About Smoking and Health. Washington: Government Printing Office, 1970.		2	1			2	5
Social Security Administration. Do You Get Cash Tips? Washington: Government Printing Office, 1970.		2	1			2	5
Joe Wheeler Finds a Job and Learns About Social Security. Washington: Government Printing Office, 1968.		2	1			1	4
Social Security Benefits for Students 18-22. Washington: Government Printing Office, 1968.		2	1			2	5
Your Medicare Handbook. Washington: Government Printing Office, 1971.		2	1			2	5
Your Social Security. Washington: Government Printing Office, 1971.		2	1			2	5
Social and Rehabilitation Service, Aid to Blind or Disabled People. Washington: Government Printing Office, 1969.		2	1			1	4
Aid to Families With Dependent Children. Washington: Government Printing Office, 1970.		2	1			1	4
Old-Age Assistance Statistics. Government Printing Office, 1971.		2	1			1	4
Public Assistance Statistics. NCSS Report A-2 (2/71), Washington: Government Printing Office		2	1			1	4
The Nation's Youth: A Chart Book. Children's Bureau. Publication No. 460 Washington: Government Printing Office, 1968.		3	1			1	5
U.S. Department of Labor. Manpower Report of the President. Washington: Government Printing Office, 1971		2	1			1	4

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The Job Bank. Washington: Government Printing Office, 1971.		2	1			1	4
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Christian, Floyd, J., and Others, A Selected Annotated Bibliography of Instructional Literacy Materials for ABE: Florida: State Department of Education, 1971.		2	1			2	5
Knowles, Malcolm, and Others, Master Bibliography The Adult and Higher Education Collection. Boston: Boston University, 1970-71.		2	1			1	4

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MRS. THEODORE O. WEDEL, PRESIDENT R. H. EDWIN ESPY, GENERAL SECRETARY

September 14, 1971

Dr. Edmonia W. Davidson
P.O. Box 266
Howard University
Washington, D.C. 2001

Dear Dr. Davidson:

I wish to express my profound appreciation for the privilege of participating in the Adult Basic Education Institute for teachers and teacher trainers of urban adult populations, July 26 - August 6. The experience will prove of value in the work in which I am engaged for many many years to come.

Several major aspects of the training stand out as exceedingly valuable. The opportunity, through field visits, to become intimately acquainted with contemporary social problems and the educational approach to social change was indeed a valuable process. All of us were enlightened by the stimulating, dynamic resource leadership that you were able to secure to bring significant input to the total experience. Constantly we spoke of the value of the experience as one which had a great deal of relevance in terms of relating our work and training to the needs of the oppressed, who are the A.B.E. students. The implications of our training for curriculum development for A.B.E. students were clear throughout the course.

We were stunned, surprised, pleased, and grateful for the many costly and important resources of which we were recipient. The opportunity to be introduced to working with computers in terms of the census data was for me a very rewarding and meaningful experience. It has been said that education is 90% teacher and 10% content. Those of us who had the privilege of your dynamic leadership can attest to that education axiom. Your life, as shared with us embodied the principles that you were enunciating in the process.

Let me indicate ways in which this material will be helpful to me and used in the immediate month and years ahead. In late August, I held a conference with a faculty member of one of the graduate schools in Atlanta and together we began the process of designing a graduate program for the Interdenominational Theological Center, in Atlanta, Ga., for candidates for Master's

Degree in Religious Education. It was our recommendation that the process and information which we gained at the seminar should become one of the major components of the continuing education in Atlanta.

This semester I will be teaching a graduate course, at New York University, entitled, "Religion and Society." In this course we will be working with students on ways to analyze contemporary society. The methods and information discovered this summer will be applied here.

In my relationship to the Church Women United, our national organization of Christian women, I serve as a consultant to the staff person in charge of continuing and basic adult education, and already I have met with that person to share insights gained and resources received.

In the program of a couple of other graduate students working on community problems - in the area of criminal justice and drug addiction - I have been a resource person in helping them deal with the discovery of methods of working at studying community problems.

With the staff in our Department of Educational Development, I am sharing much of the information which we received. Your outline for studying your community will be shared this Thursday with the six educational directors of the major black denominations. These men reach the leadership of more than ten thousand churches across this nation. They may use this outline in their surveys as a guide for those leaders who wish to become involved in this way. These are only a few of the insights.

Maybe the last one that I should indicate is that when I work with Teachers College in its Ethnic Studies Center, all of this material will be exceedingly valuable.

Again my deep appreciation for the tremendous contribution which we received as participants and for the personal privilege of meeting and working with so dynamic an educator.

Sincerely yours,

Olivia Pearl Stokes

Olivia Pearl Stokes, Ed. D.
Staff Associate - Urban Education
Dept. of Educational Development
OPS/jvn